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4 When I Dream at Night

11 Am I the Only One

16 I Need to Know (Dímelo)

21 You Sang to Me

32 My Baby You

37 No One

43 How Could I

49 That's Okay

57 Don't Let Me Leave

65 Remember Me

70 She's Been Good to Me (Me Quiere A Mí)

77 Love Is All

83 Da La Vuelta

WHEN I DREAM AT NIGHT

Words and Music by DAN SHEA
and ROBIN THICKE

Moderately

Chord diagrams and musical notation for the piano accompaniment of "When I Dream at Night". The score is in 4/4 time, key of B-flat major (two flats), and features a moderate tempo. The notation includes treble and bass staves with various musical symbols such as notes, rests, and dynamic markings like *mf*.

Chord diagrams shown above the staff:

- Dm
- Gm7
- F
- C
- Gm
- Dm
- Gm7
- F
- C
- Bb

First system of musical notation, measures 1-3. Chord diagrams are provided above the staff for measures 1, 2, and 3.

Measure 1: Chord F (F major).
Measure 2: Chord C (C major).
Measure 3: Chord Dm (D minor).

Second system of musical notation, measures 4-6. Chord diagrams are provided above the staff for measures 4, 5, and 6.

Measure 4: Chord Gm7 (G minor 7).
Measure 5: Chord F (F major).
Measure 6: Chord C (C major).

Third system of musical notation, measures 7-8. Chord diagrams are provided above the staff for measures 7 and 8.

Measure 7: Chord Gm (G minor).
Measure 8: Chord Dm (D minor).

Fourth system of musical notation, measures 9-12. Chord diagrams are provided above the staff for measures 9, 10, 11, and 12.

Measure 9: Chord Gm7 (G minor 7).
Measure 10: Chord F (F major).
Measure 11: Chord C (C major).
Measure 12: Chord Bb6 (B-flat 6).

F C Dm

I ____ have been in love ____ and ____
I've ____ so man-y things. I ____

A7/C# Bb

____ been a-lone.
____ want to say.

I have trav - eled o - ver man - y miles _ to
I'll be read - y when the per-fect mo - ment

A7sus A7 Dm

find a home. _
comes my way. _

There's that ____ lit - tle place ____
I ____ have nev - er known ____

A7/C# Bb C Bb

____ in - side ____ of me ____ that I nev - er thought could take con-trol of
____ what's right ____ for me ____ till the night she o - pened up my heart and

A7 Gm7 Dm

ev - 'ry-thing. }
set it free. }

But now I just spend all my time with

Detailed description: This system contains the first three measures of the song. The vocal line starts with a half note G4, followed by a quarter note A4, a quarter rest, and a quarter note B4. The piano accompaniment features a steady eighth-note bass line in the left hand and chords in the right hand. Guitar chords A7, Gm7, and Dm are indicated above the vocal staff.

E7 A7

an - y - one — who makes me feel the way she does. — 'Cause I

Detailed description: This system contains measures 4 and 5. The vocal line continues with a half note C5, a quarter note D5, a quarter note E5, and a quarter rest. The piano accompaniment maintains the eighth-note bass line and provides harmonic support with chords. Guitar chords E7 and A7 are indicated above the vocal staff.

Dm Gm7 F C

on - ly feel — a - live — when I dream at — night. — E-ven though she's — not real, it's — all

Detailed description: This system contains measures 6 and 7. The vocal line features a half note F#4, a quarter note G4, a quarter note A4, and a quarter note B4. The piano accompaniment continues with the eighth-note bass line and chords. Guitar chords Dm, Gm7, F, and C are indicated above the vocal staff.

Gm7 Dm Gm7

right. 'Cause I on - ly feel — a - live — when I dream at — night. — Ev-'ry

Detailed description: This system contains measures 8 and 9. The vocal line starts with a half note C5, followed by a quarter note D5, a quarter note E5, and a quarter note F#5. The piano accompaniment continues with the eighth-note bass line and chords. Guitar chords Gm7, Dm, and Gm7 are indicated above the vocal staff.

move that she makes holds my eyes and I fall for her ev-'ry

time.

fall for her ev -

'ry time.

Oh.

oh, oh.

1 Bb/F F

2 Bb/F F

C Bb

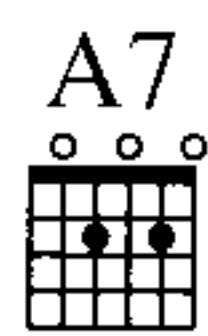
C Bb/F F

C Dm

A7/C# Bb

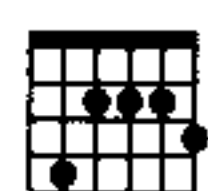
N.C.

3



Oh, _____

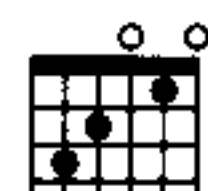
A7/C#



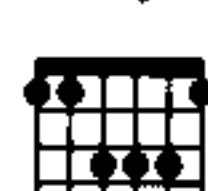
Bb



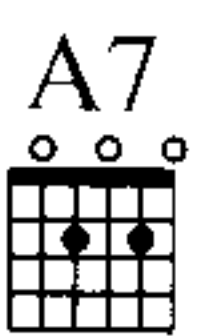
C



Bb

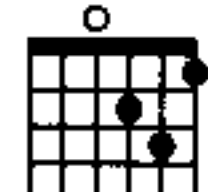


oh, _____ oh. _____

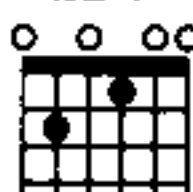


Now _____ I just spend

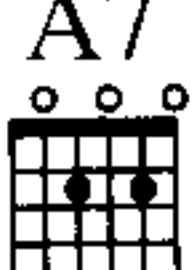
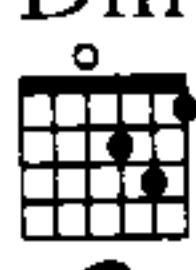
Dm



E7

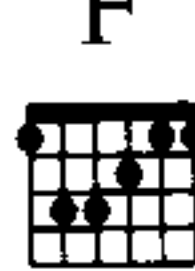
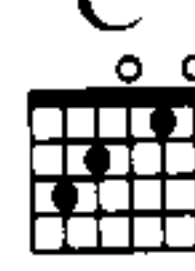


all my time with an - y - one _____ who makes me feel the

A7  Dm 

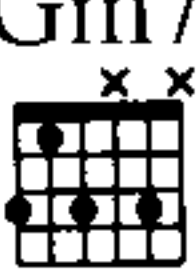
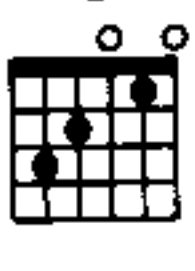
way she does. _ 'Cause I on - ly feel _ a - live _ _ _ when I



Gm7  F  C  Gm7 

dream at _ _ night. _ E-ven though she's _ not real, it's _ all right. _ _ _ 'Cause I



Dm  Gm7  F  C 

on - ly feel _ a - live _ _ when I dream at _ _ night. _ Ev-'ry move that _ she makes holds _ my



Repeat and Fade

Bb



C



Optional Ending

Bb



C



F



eyes. 'Cause I eyes.



AM I THE ONLY ONE

Words and Music by WALTER AFANASIEFF
and MARC ANTHONY

Moderately slow

Chord diagrams: A/C# (Treble), Dm (Bass), Dm/C (Treble)

mf

Chord diagrams: Bb (Treble), F (Bass), Gm (Treble, 3 fr)

Chord diagrams: C (Treble), F(add2) (Bass), Gm7 (Treble)

Days have passed _ and still _ no sign _ of _ us. _
strange to know _ there's truth _ in what _ I _ say. _

Chord diagrams: Am7(no3rd) (Treble), F/A (Bass), Gm7 (Treble)

Not a hint _ of what used to be _
Ba-by, I _ know you feel the same _

when you lived _ in that
and the truth _ is no

Bb/C

C7

F(add2)

Gm7

part of me. _____
one's to blame. _____

This blind - ing si - lence lives _____ in ev - 'ry _____ room _____
Two lone - ly dream - ers play - ing by _____ the _____ rules. _____

Am7(no3rd)

F/A

Gm7

_____ of what once _____ was a hap - py home. _____
_____ All we thought _____ of was me and you. _____

Now we're sit - ting here
Now we're faced with this

Bb/C

C7

Gm7

all a - lone. _____
sim - ple truth. _____

(D.S.) Could this be _____ that it _____ was all _____ a lie _____
I'd love to say _____ that this _____ is all _____ a lie. _____

Bb/C

C

Gm7

_____ and we're just _____ a - fraid _____ to say good - bye? _____
But that just means _____ I'm scared _____ to say good - bye. _____

B $\flat$ /C C A7/C $\sharp$ Dm Dm/C

Am I the on - ly one — who sees — what we've —

B $\flat$

be - come? — I see no sense in go -

Am7 F/A Gm7 B $\flat$ /C C A7/C $\sharp$

- ing on — or ask - ing what — went wrong. — We sit and

Dm Am7 B $\flat$

stare at what — could be. — We both — just grew — a - part, — you see. — And through no fault of

Am7

F/A

Gm7

1
Bb/C

C7

To Coda

our own _____ it's our house, but not a home. _____ It's

2
Bb/C

C

D

Em

F#m7

D/F#

Em7

G/A

A7

F

Gm7

Am7 F/A Gm7

Bb/C C D.S. al Coda

CODA Bb/C C

F(add2) Gm7 Am7(no3rd) F/A

Days have passed — but still — no sign of us. — Not a hint of what

Gm7 Bb/C Bbm6/C F(add9)

used to be — when you lived in that part of me. —

rall.

I NEED TO KNOW

(Dímelo)

Words and Music by CORY ROONEY and MARC ANTHONY
Spanish Lyrics by A. CHIRINO and R. BLADES

Moderately, not too fast

Am E7

mf

Am E7

Am(add4) Am

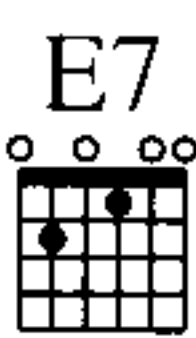
E7

1 Am

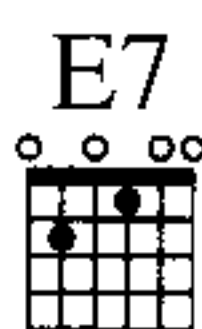
2 Am(add4) Am

They say a - round the way you've asked -
My ev - 'ry thought is of this be -
La gen - te an - da di - cien - do por -
Si yo pu - die - ra a - car - i - ciar -

Original key: B♭ minor. This edition has been transposed down one half-step to be more playable.

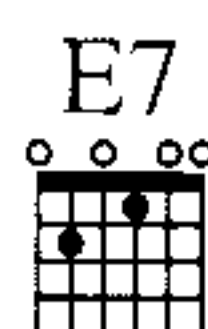
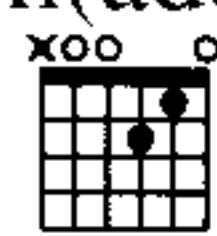


for me. There's e - ven talk a - bout you want-ing me.
 ing true. It's get - ting hard - er not to think of you.
 a - lli. *Que tú qui - sie - ras a - cer - car - te a mí.*
 tu piel. *Tu cuer-po en - te - ro quie - ro co - no - cer.*



I must ad - mit that's what I want to hear, but that's just talk un - til you
 Girl, I'm ex - act - ly where I wan - na be. The on - ly thing's I need you
Si tú su - pie - ras que te quie-ro lle-var,
Es - ta pa - sión no me de - ja dor - mir. *Que has - tá el cie - lo te quie -*
Es - te de - seo no me de -

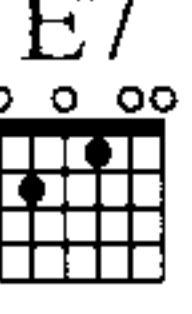
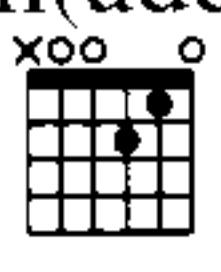
Am(add4)



take me there. } Oh, if _____ it's true don't leave me all a - lone _____ out here won -
 here with me. } O, no _____ me de - jes so - lo con mi cor - a - zón que es -
ro lle - var.
ja vi - vir.

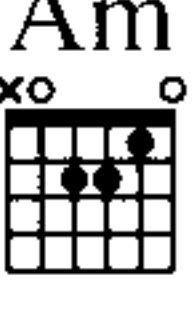
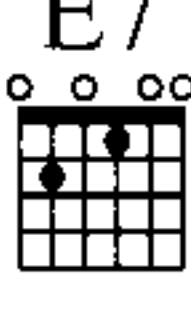


- d'ring if you're ev - er gon - na take _____ me there. Tell _____ me what you're feel - ing 'cause I
 - tá en - lo - que - ci - do con es - tá _____ pa - sión. *Si es _____ que me de - se - as ne - na*

E7  Am(add4) 

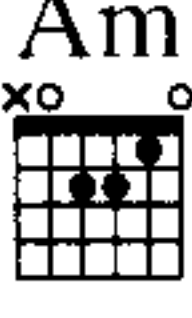
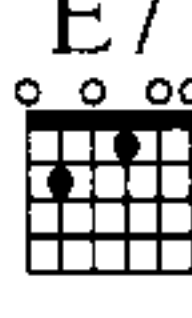
need _ to know. Girl, _ you've got - ta let me know which way _ to go 'cause I need
dí - me - lo. Por - que por tu a - mor es - toy mu - rien - do yo Ay dí -



Am  E7 

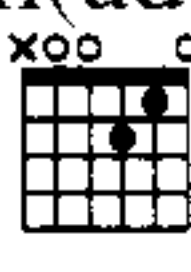
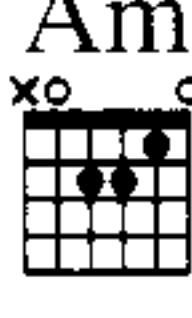
to know. I need to know. Tell _ me, ba - by, girl, 'cause I
me - lo. Ven dí - me - lo. Por - que por tu a - mor es - toy mu -



Am  E7 

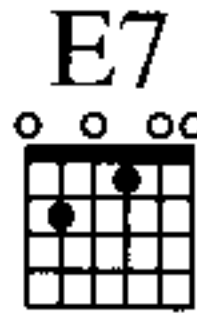
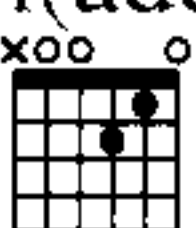
need _ to know. I need to know. I need to know. Tell _
rien - do yo. Ay dí - me - lo. Ven dí - me - lo. Por -



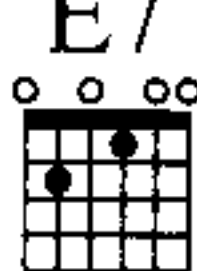
Am(add4)  Am 

_ me, ba - by girl, 'cause I need _ to know.
- que por tu a - mor es - toy mu - rien - do yo.

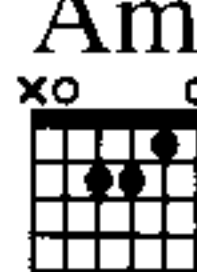
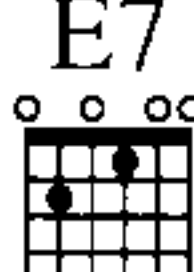


E7  Am(add4) 

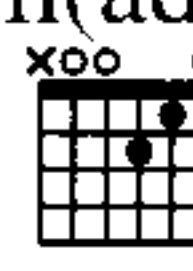
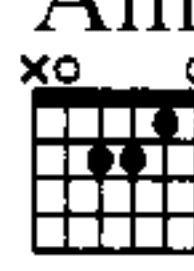
'Cause I need
Ay dí -

Am  E7 

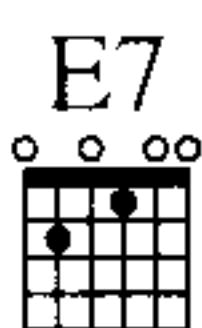
to know. I need to know. Tell me, ba - by girl, 'cause I
me - lo. Ven dí - me - lo. Por - que por tu a - mor es - toy mu -

Am  E7 

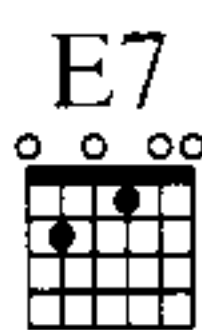
need to know. I need to know. I need to know. Tell
rien - do yo. Ay dí - me - lo. Ven dí - me - lo. Por -

Am(add4)  Am 

me, ba - by girl, 'cause I need to know. If it's true don't leave me all a -
- que por tu a - mor es - toy mu - rien - do yo. No me de - jes so - lo con mi

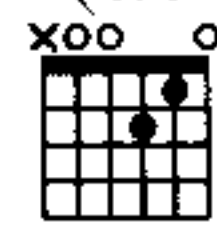


lone — out here won - d'ring if you're ev - er gon - na take — me there. Tell -
cor - a - zón Que es - tá en - lo - que - ci - do con es - tá — pa - sión. Si es —



— me what you're feel - ing 'cause I need — to know. Girl, — you've got - ta let me know which
— que me de - se - as ne - na dí - me - lo. Por - que por tu a - mor es - toy mu -

Am(add4)



N.C.

way — to go 'cause I need to know. I need to know. Tell —
rien - do yo. Ay dí - me - lo. Ven dí - me - lo. Por -

1

2

— me, ba - by girl, 'cause I need — to know. I need need — to know.
- que por tu a - mor es - toy mu - rien - do yo. Ay dí - rien - do yo.

YOU SANG TO ME

Words and Music by CORY ROONEY
and MARC ANTHONY

Moderately

The musical score for 'The Rose Tree' is presented in two systems. The first system shows the beginning of the piece in 4/4 time, with a key signature of one flat (Bb). The melody is written in the treble clef, and the bass line is in the bass clef. The melody starts with a whole note chord (F4, A4, C5) marked with a forte 'f' dynamic. The bass line begins with a quarter note (F3) followed by eighth notes. The second system continues the melody and bass line, with the melody featuring a series of eighth notes and a final whole note chord (F4, A4, C5) at the end. The bass line continues with eighth notes and quarter notes. The score is written on a single staff with a grand staff (treble and bass clefs).

The image displays a musical score for a piece titled "The Girl on the Train". The score is written for piano (p) and features a treble and bass clef. The key signature is B-flat major (two flats). The tempo is marked "Allegretto" and the time signature is 3/4. The score is divided into two systems. The first system consists of a treble staff with a Gm7 chord and a bass staff with a melodic line. The second system continues the melodic line in the bass staff. A guitar chord diagram for Gm7 is shown in the top left corner, indicating a 3-finger fingering. The score is written in a clean, professional style with a light blue background.

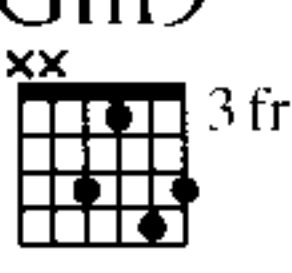
The image displays a musical score for the piece 'F'. At the top left, a guitar chord diagram for the F major chord is shown, with the letter 'F' above it. The main score is written for piano, featuring a grand staff with a treble and bass clef. The key signature has one flat (B-flat), and the time signature is common time (C). The melody in the bass clef consists of eighth and quarter notes, with some measures containing beamed sixteenth notes. The treble clef part provides harmonic support with chords and single notes.

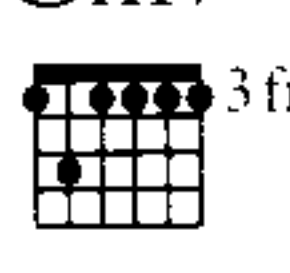
Musical score for "The Rose Tree" in B-flat major, 2/4 time. The score is written for piano (p) and includes a guitar chord diagram for the key signature. The melody is in the bass clef, and the accompaniment is in the treble clef. The piece consists of two measures.

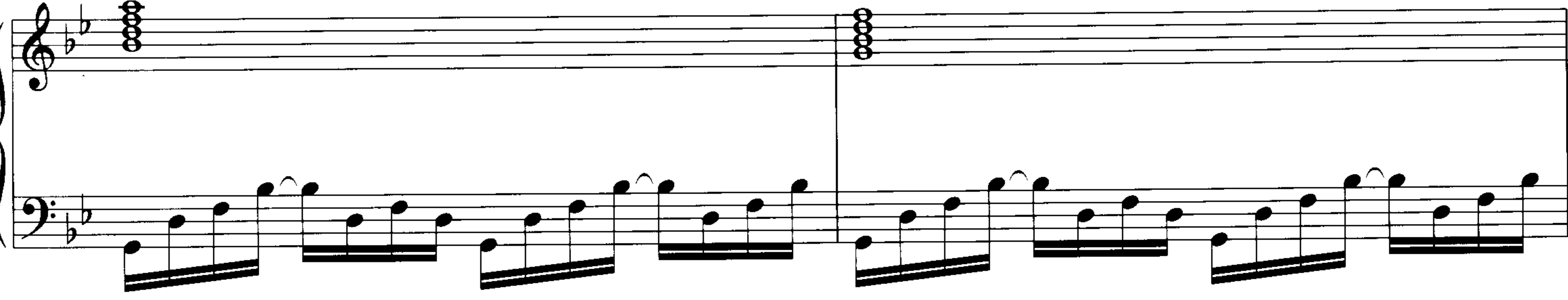
Chord Diagram: B-flat major (Bb, D, F)

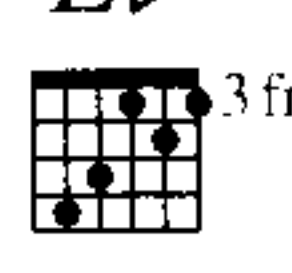
Measure 1: The bass clef contains a melody starting on G2, moving up stepwise to D3, then F3, and finally Bb3. The treble clef contains a sustained chord of Bb3, D4, and F4.

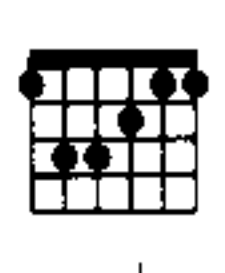
Measure 2: The bass clef contains a melody starting on Bb3, moving up stepwise to D4, then F4, and finally Bb4. The treble clef contains a sustained chord of Bb3, D4, and F4.

Gm9  3 fr

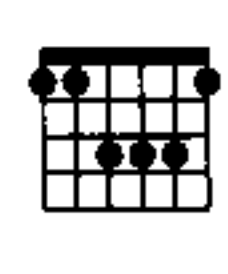
Gm7  3 fr

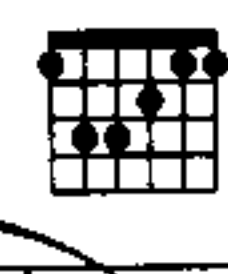


Eb  3 fr

F 

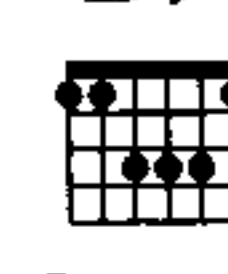


Bb 

F 

Oh. _____ I just want -

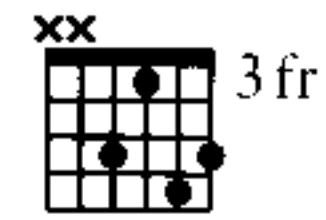


Bb 

- ed you _ to com-fort me _ when I called _ you late _ last night._ You see, _ I was

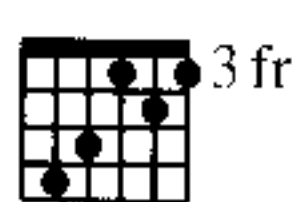


Gm9

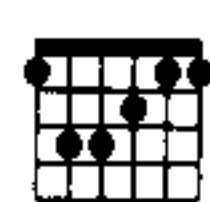


fall - ing in - to love, yes — I was crash - ing in - to love. Oh, — of all —

Eb

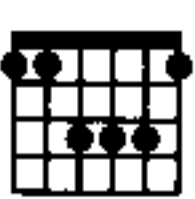


F

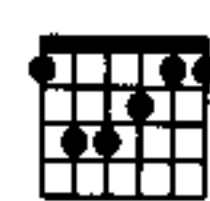


— the words — you said — to me — a - bout life, the truth, — and be - ing free, yeah, — you sang —

Bb

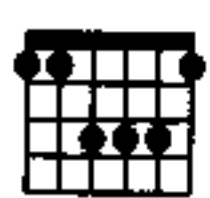


F



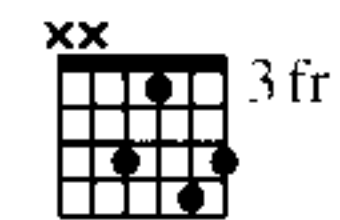
— to me, oh, — how you sang — to me. Girl, I live —

Bb



— for how — you make me feel, — so I ques - tion all — this be - ing real — 'cause I'm

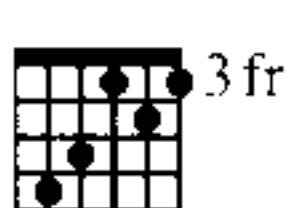
Gm9



not a - fraid _ to love; for the first time I'm not a - fraid _ of love. Oh, _ this day _

3 3

Eb

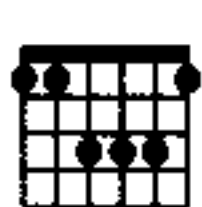


F



_ seems made for you and me _ and you showed _ me what _ life needs _ to be, _ yeah, you sang _

Bb



F



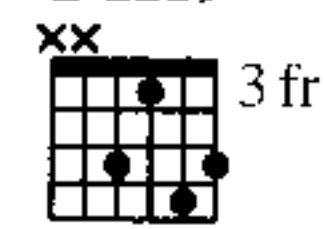
_ to me. Oh, _ you sang _ to me. All the while _

Bb



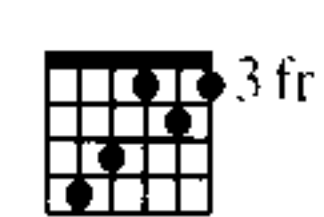
_ you were _ in front _ of me _ I nev - er re - al-ized. I just can't _

Gm9

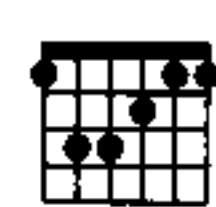


— be - lieve _ I did - n't see _ it in _ your eyes. I did - n't see _

Eb

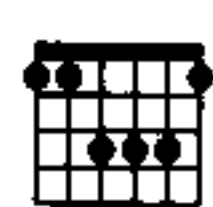


F



— it. I can't be - lieve _ it, oh, _ but I feel _

Bb

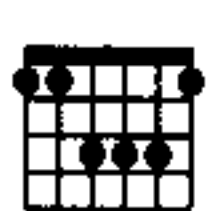


F



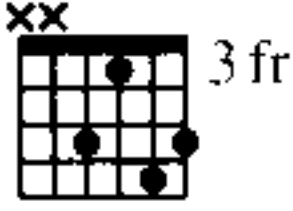
— it when you sing _ to me. How I long _

Bb



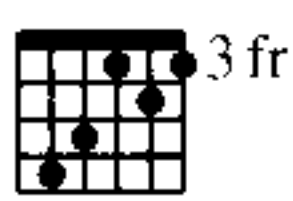
— to hear _ you sing _ be - neath _ the clear _ blue skies _ and I

Gm9

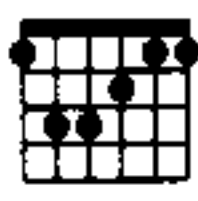


pro - mise you _ this time _ I'll see _ it in _ your eyes. I did - n't see _

E♭



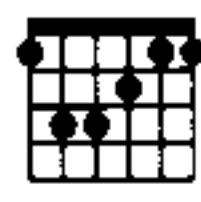
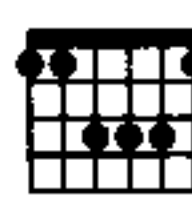
F



_ it, I can't be - lieve _ it, oh, _ but I feel _

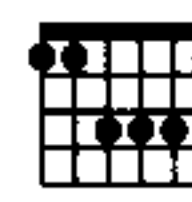
To Coda ⊕ F

B♭



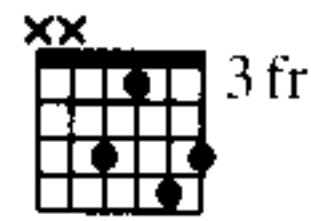
_ it when you sing _ to me. Just to

B♭



think you live _ in - side of me. _ I had no i - dea _ how this _ could be _ now I'm

Gm9

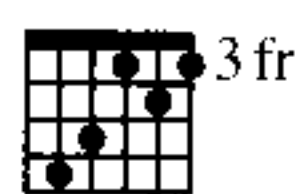


cra - zy for your love. Can't be-lieve I'm cra - zy for your love. The words _

3

3

Eb



F

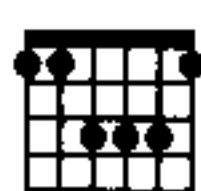


— you said — just sang — to me — and you showed — me where — I wan - na be. — You sang.

8

8

Bb



F



D.S. al Coda

— to me, oh — you sang — to me. All the while _

3

3

CODA

F

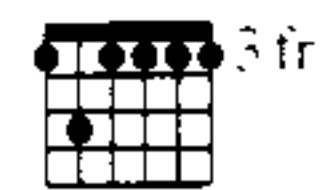


Bb



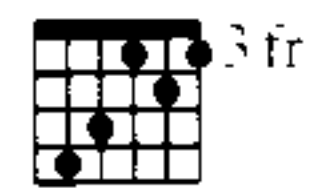
— to me.

Gm7



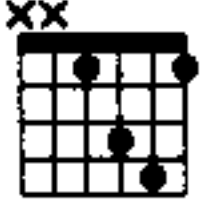
A musical score for the first system, measures 1-4. The music is in G minor (three flats) and 4/4 time. The right hand plays a melody of eighth and sixteenth notes, while the left hand plays a bass line of eighth notes. A double bar line is placed after measure 2.

Eb



A musical score for the second system, measures 5-8. The music continues from the first system. The right hand plays a melody of eighth and sixteenth notes, while the left hand plays a bass line of eighth notes. A double bar line is placed after measure 6.

Eb(add9)

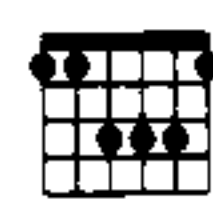


F



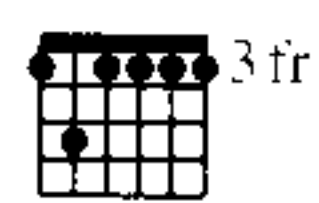
A musical score for the third system, measures 9-12. The music continues from the second system. The right hand plays a melody of eighth and sixteenth notes, while the left hand plays a bass line of eighth notes. A double bar line is placed after measure 10.

Bb



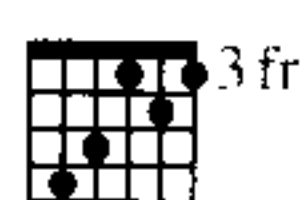
A musical score for the fourth system, measures 13-16. The music continues from the third system. The right hand plays a melody of eighth and sixteenth notes, while the left hand plays a bass line of eighth notes. A double bar line is placed after measure 14.

Gm7



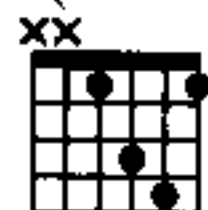
Musical notation for the first system, measures 1-4. The treble clef staff contains eighth-note chords and rests. The bass clef staff contains a continuous eighth-note bass line.

Eb



Musical notation for the second system, measures 5-8. The treble clef staff contains eighth-note chords and rests. The bass clef staff contains a continuous eighth-note bass line.

Eb(add9)



F



Musical notation for the third system, measures 9-12. The treble clef staff contains eighth-note chords and rests. The bass clef staff contains a continuous eighth-note bass line.

Bb



Musical notation for the fourth system, measures 13-16. The treble clef staff contains eighth-note chords and rests. The bass clef staff contains a continuous eighth-note bass line.

All the while — you were _ in front _ of me — I nev-er

Gm9
xx 3fr

re - al-ized. I just can't ___ be - lieve _ I did - n't see ___ it in _

Eb
xx 3fr

___ your eyes. I did - n't see ___ it. I can't be - lieve _

F

Bb

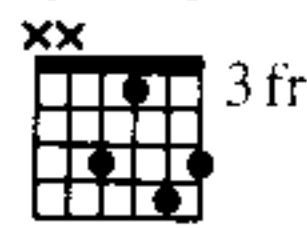
___ it, oh _____ but I feel ___ it when you sing _

F

Bb

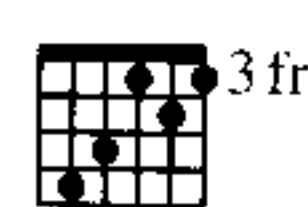
___ to me. How I long ___ to hear ___ you sing ___ be - neath _ the clear _

Gm9



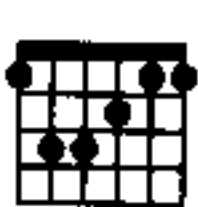
— blue skies _ and I pro - mise you _ this time _ I'll see _ it in _

Eb



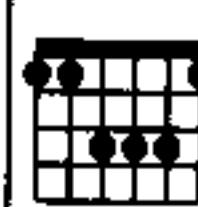
— your eyes. I did - n't see _ it. I can't be - lieve _

F



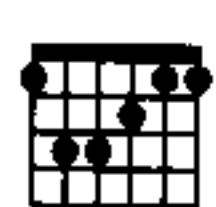
1

Bb



— it, oh, _ but I feel _ it when you sing _

F



2

Bb



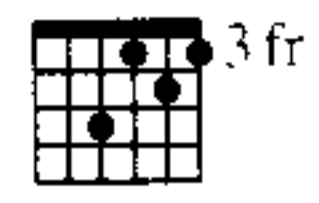
— to me. All the while _ it.

MY BABY YOU

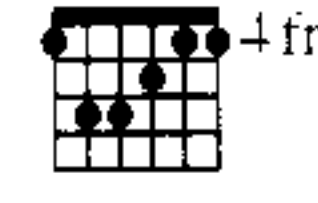
Words and Music by WALTER AFANASIEFF
and MARC ANTHONY

Slowly

E $\flat$ /G

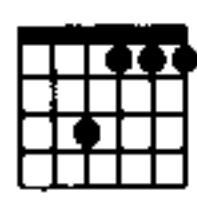


A $\flat$



First system of musical notation for 'My Baby You'. It features a piano introduction in 4/4 time, marked 'mf' (mezzo-forte). The melody is in the right hand, and the bass line is in the left hand. The key signature has two flats (B $\flat$ and E $\flat$).

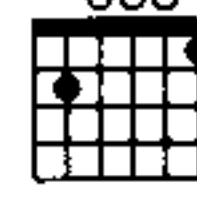
Fm



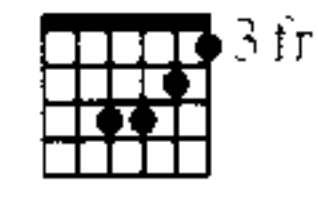
B $\flat$ /D



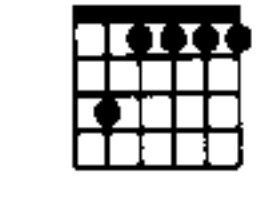
G7/B



Cm

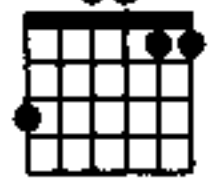


Fm7

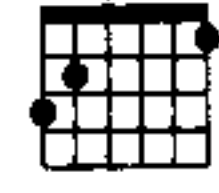


Second system of musical notation. It continues the piano introduction with various chords indicated above the staff: Fm, B $\flat$ /D, G7/B, Cm, and Fm7. The melody and bass line continue.

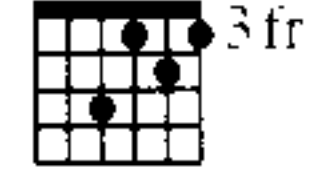
G7sus



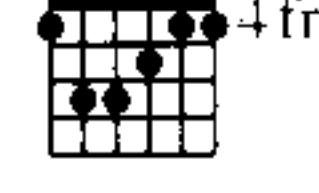
G7



E $\flat$ /G

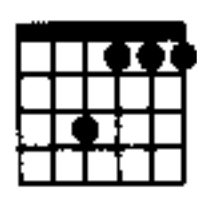


A $\flat$



Third system of musical notation, featuring the vocal entry. The lyrics are: "As I look in - to your eyes — / Though these words I sing are true, —". The piano accompaniment provides harmonic support.

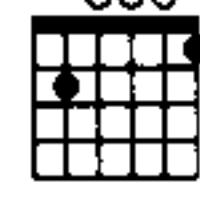
Fm



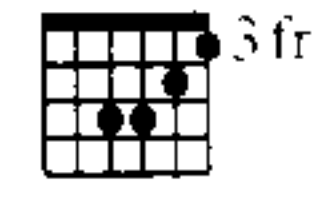
B $\flat$ /D



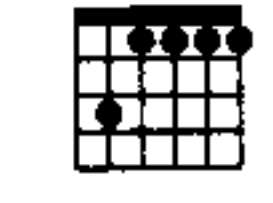
G7/B



Cm



Fm7



Fourth system of musical notation, continuing the vocal melody and piano accompaniment. The lyrics are: "I see all the rea-sons why — / they still fail to cap-ture you — / my life's worth as mere words / a thou-sand can on - ly".

G7sus G7 Eb/G Ab

skies.
do.

You're the sim - plest love _ I've known _
How do I ex - plain _ that smile _

Fm Bb/D G7/B Cm Fm7

and the pur - est one _ I'll own. _
and how it turns my world a - round, _

Know you'll nev - er be a - lone. _
keep my feet on the ground. _

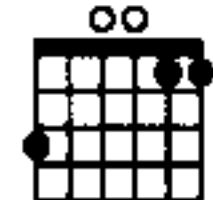
G7sus G7 N.C. Cm Fm7

My ba - by, you are the rea - son I _ could fly. _

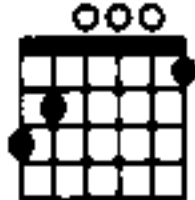
G7sus G7 Cm Fm7

And 'cause of you I don't have to won - der why. _

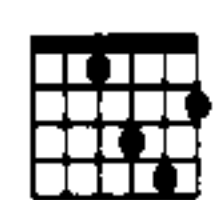
G7sus



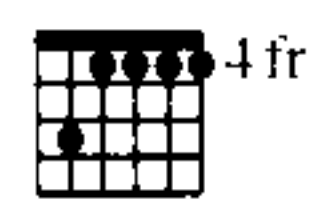
G7



Eb m



Ab m7

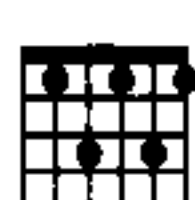


Ba - by. you there's no more just get - ting by. _

Bb7sus



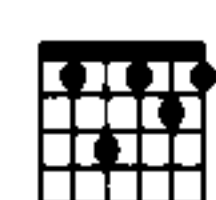
Bb7



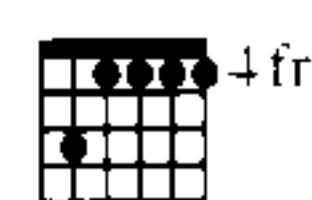
Cb



Bbm7



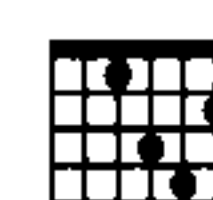
Ab m7



You're the rea - son I feel _ so a - live. _

1

Eb m



Fm/Eb

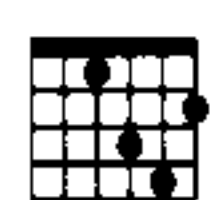


Eb m



2

Eb m



Fm/Eb



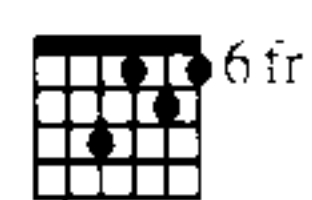
Eb m



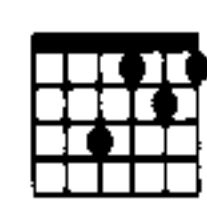
Oh.



Gb/Bb

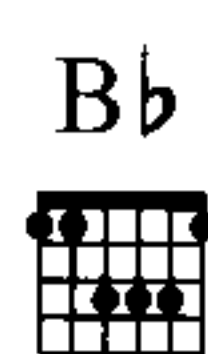
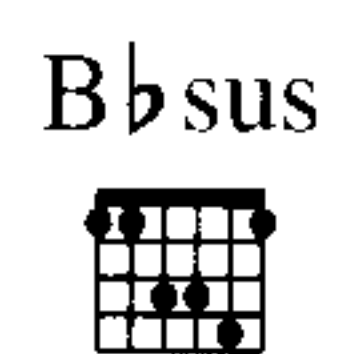
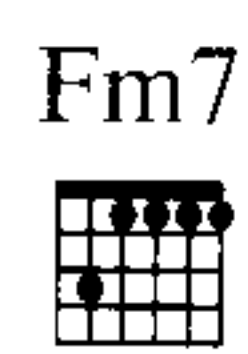
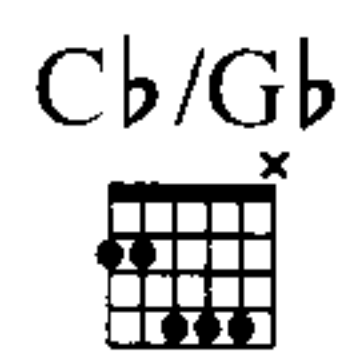
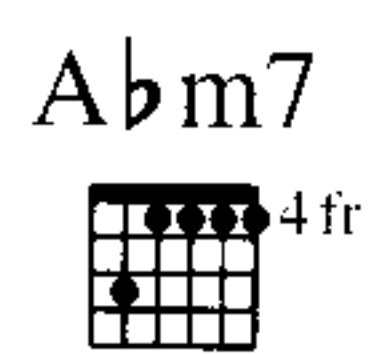


Db

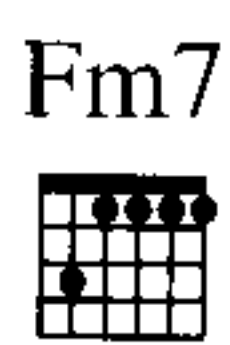
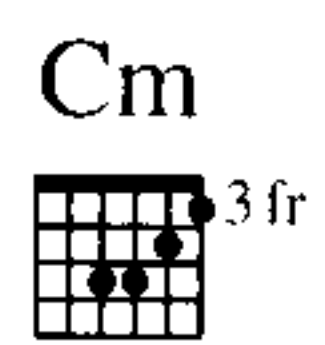
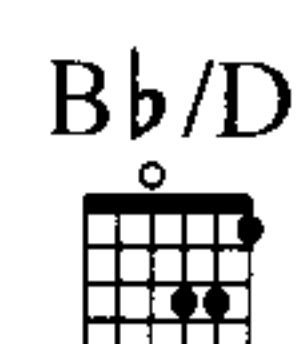
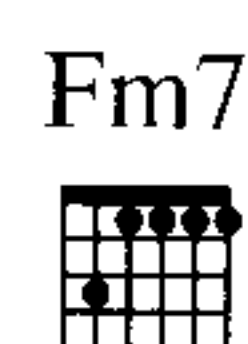
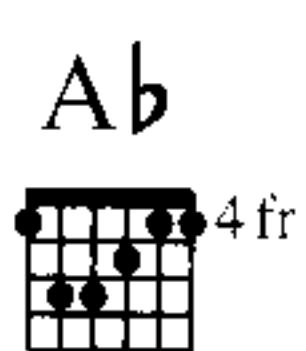
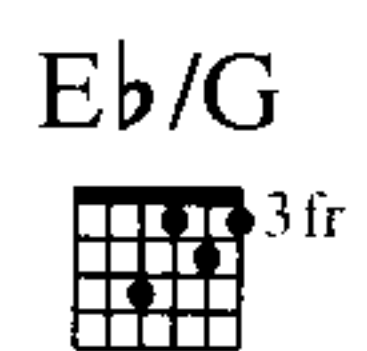


I will soothe _ you if you fall.

I'll be right _ there if _ you call. _

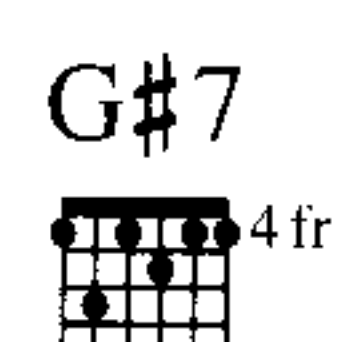
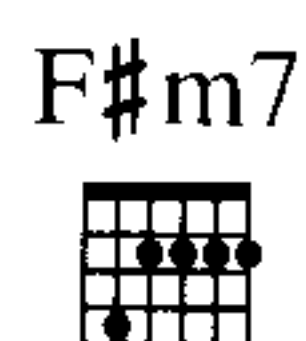
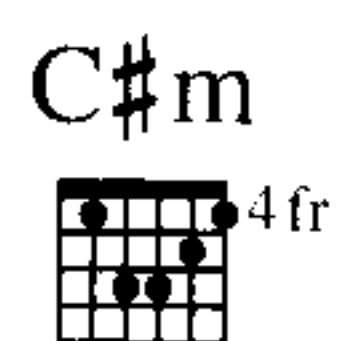


You're my great - est love _ of all. _



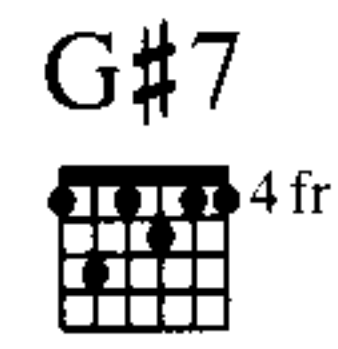
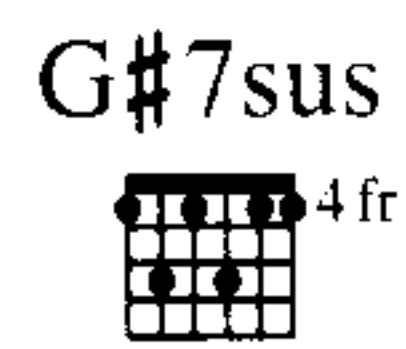
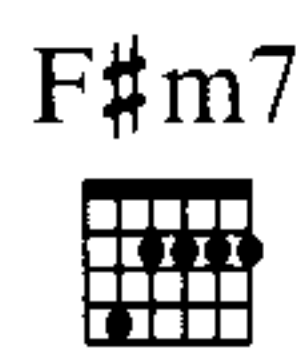
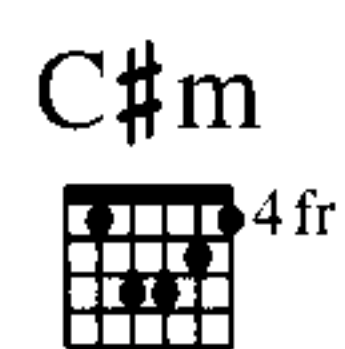
N.C.

7

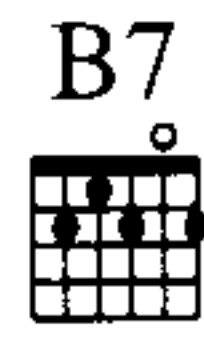
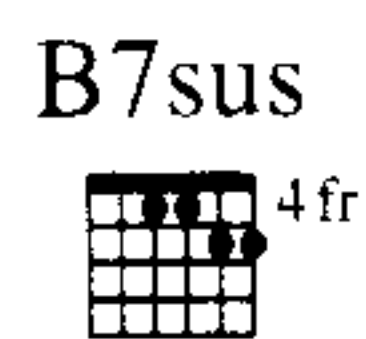
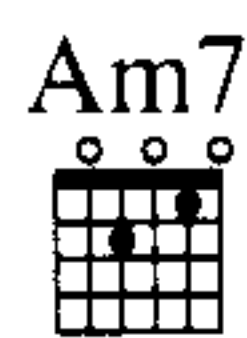
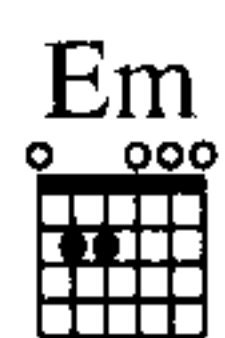


You are the rea - son I _ could fly. _

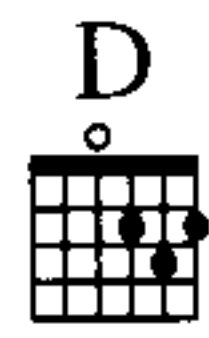
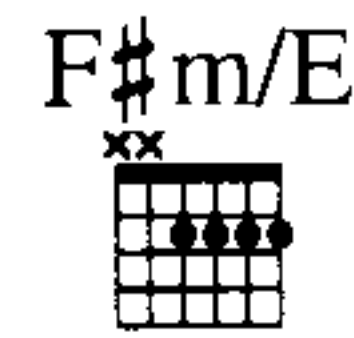
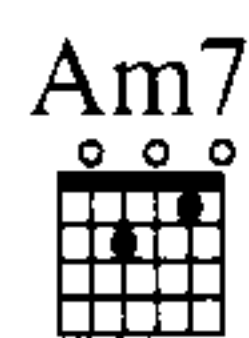
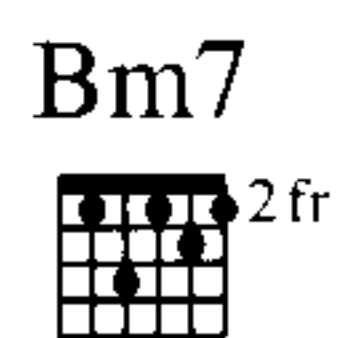
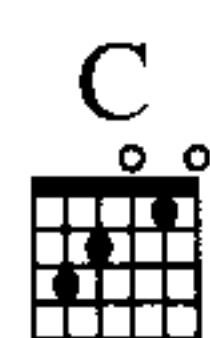
And 'cause _ of



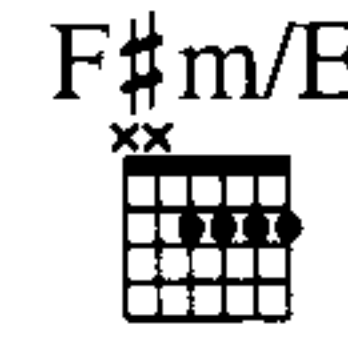
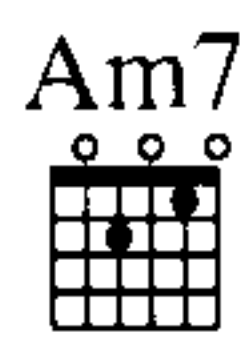
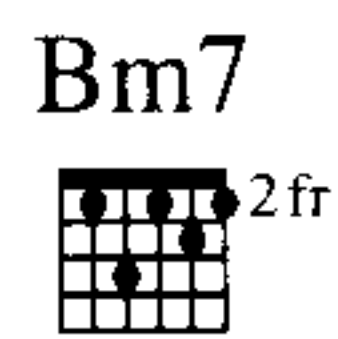
you — I don't have — to won-der why. — My ba - by,



you there's no more just get - ting by. — 'Cause you're the rea -



- son I feel — so a - live. — A - ri - an -



- na, I feel so a - live. —

rall.

NO ONE

Words and Music by MARC ANTHONY, CORY ROONEY,
DAN SHEA and IRA ANTELIS

Moderately

Bb



Gm



3 fr

mf

Eb

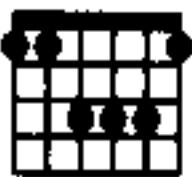


3 fr

F



Bb

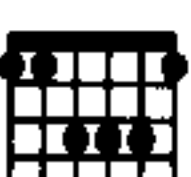


Eb/Bb



6 fr

Bb



Bb



I whis - per words a -
I'll be the one to

Gm



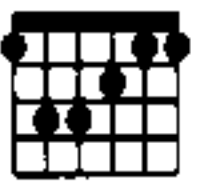
3 fr

bout you end - less - ly, —
an - swer all — your prayers. .

most - ly to my - self, 'cause you make me be - lieve —
An - y time you need me, know that I'll be there. —

Original key: B major. This edition has been transposed down one half-step to be more playable.

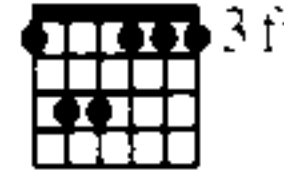
EbF Bb



no one could ev - er love you — like I could. There would-n't be a
'Cause no one could ev - er love you — like I could. I'm hop - in' that you'll



Gm



day you'd feel — a — lone — and nev - er would — there be
hear these prayers — of mine. — I'm hop - in' that — we'll be



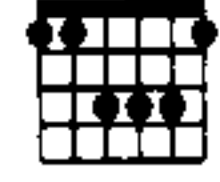
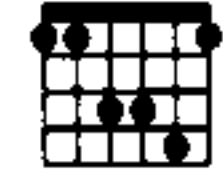
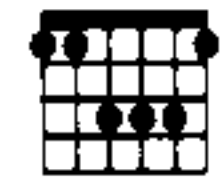
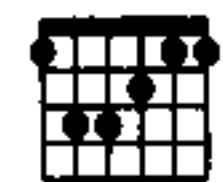
Eb



a time — you did - n't know. — 'Cause no one could ev -
to - geth - er — for — all time. — 'Cause no one could ev -



F Bb Bbsus Bb



er love you — like I could. } So if you'd be the
er love you — like I could. }



Dm7 Gm7 Cm7 F



one to share — my — dreams, — I'd nev - er let you — go. —



Dm7 Gm7 Cm7 F



— If you'd stay — with me, — I prom - ise you would know —



B♭/D E♭ F Gm7



— of all the times I reached out for — you. (No one) Girl, can't you see how



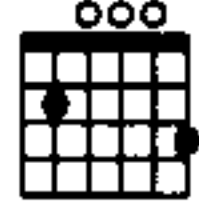
Cm7 F Dm7



I a - dore — you? I could - n't spend my



G/B



Cm7



life with - out _____ you. Please be - lieve me, I would

1

Fsus



F



2

F7sus



nev - er doubt _ you. _____ nev - er doubt _ you. _____

Fm/Ab



G7#5



Oh, _____ I would do _____ an - y - thing _____ to share _

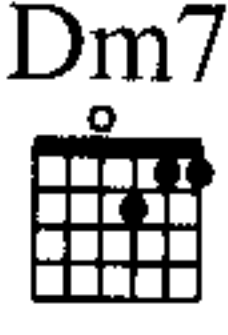
Eb m/Gb

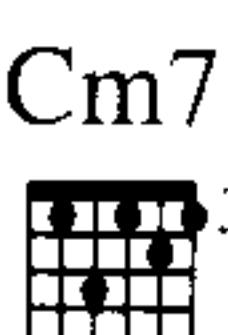


Gm

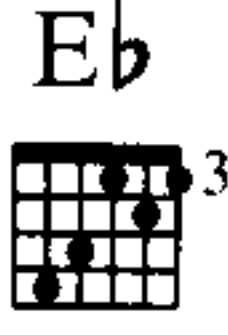


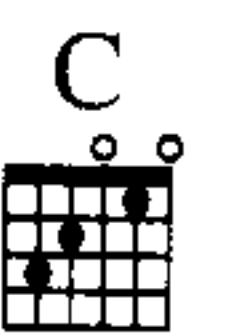
_____ that spe - cial place in your heart. _____ Please let me be the





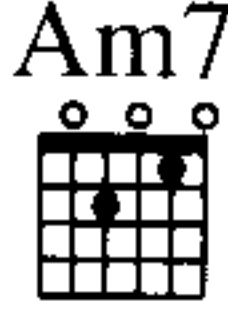
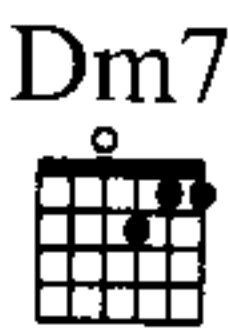

one _____ who would mean _____ ev - 'ry - thing. There'll _ be no one to keep _____







_____ us a - part. _____ (No one) Of all the times I reached out _____ for _____ you.



{ (no one) Girl, can't you see how I a - dore _____ you?
 { (no one) Girl, can't you see I'm dy - ing for _____ you? }

I could-n't spend my






life with - out _____ you. Please be - lieve me, I would nev - er doubt _____ you.

2
Gsus 3fr

G D

nev - er doubt _ you. (No one) So man - y times I

G A Bm7 Em7 A

reached out _ for _ you. (No one) Oh, can't you see how I a - dore _ you.

F#m7 B/D# Em7

(No one) I could-n't spend my life with - out _ you. There is no one that could

1,2 A 3 A D

love _ you like I do. love _ you like I do. _

HOW COULD I

Words and Music by CORY ROONEY,
DAN SHEA and GORDON CHAMBERS

Moderately slow

Gm Cm7 F7

mf

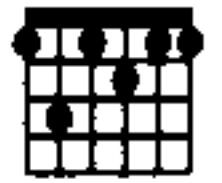
Gm Cm7

F7 Gm

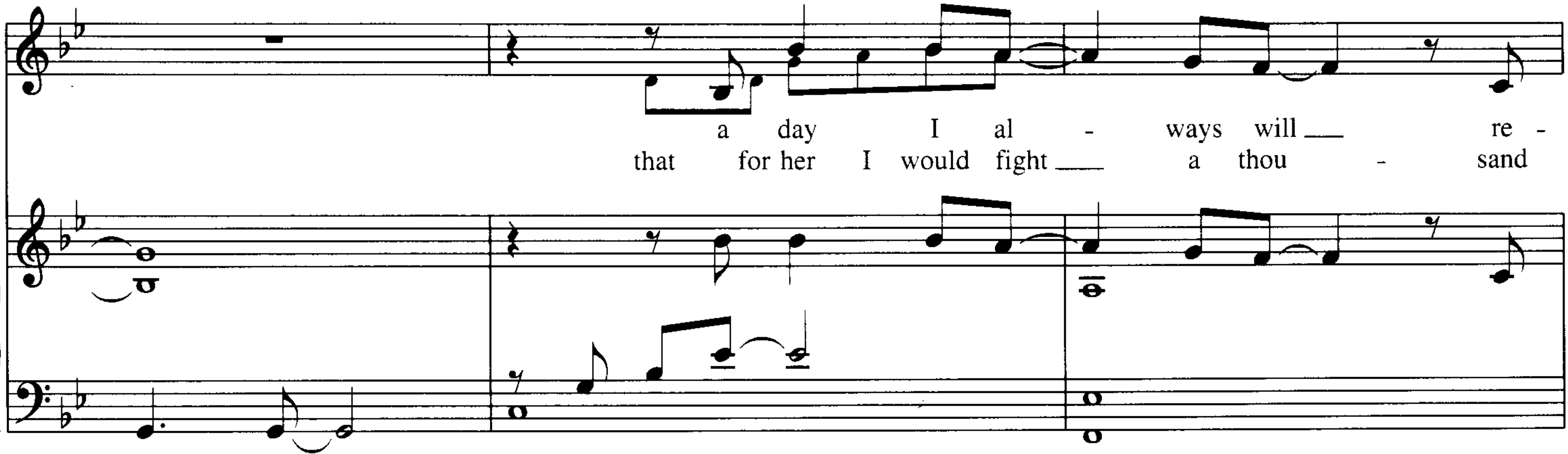
Cm7 F7 Gm

It was the cold - est day in De - cem - ber,
Why was I so a - fraid to tell her

Original key: G# minor. This edition has been transposed down one half-step to be more playable.

Cm7  3fr F7 

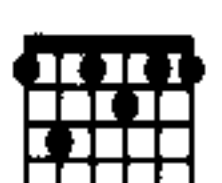
that a day I al - ways will re -
that for her I would fight a thou - sand



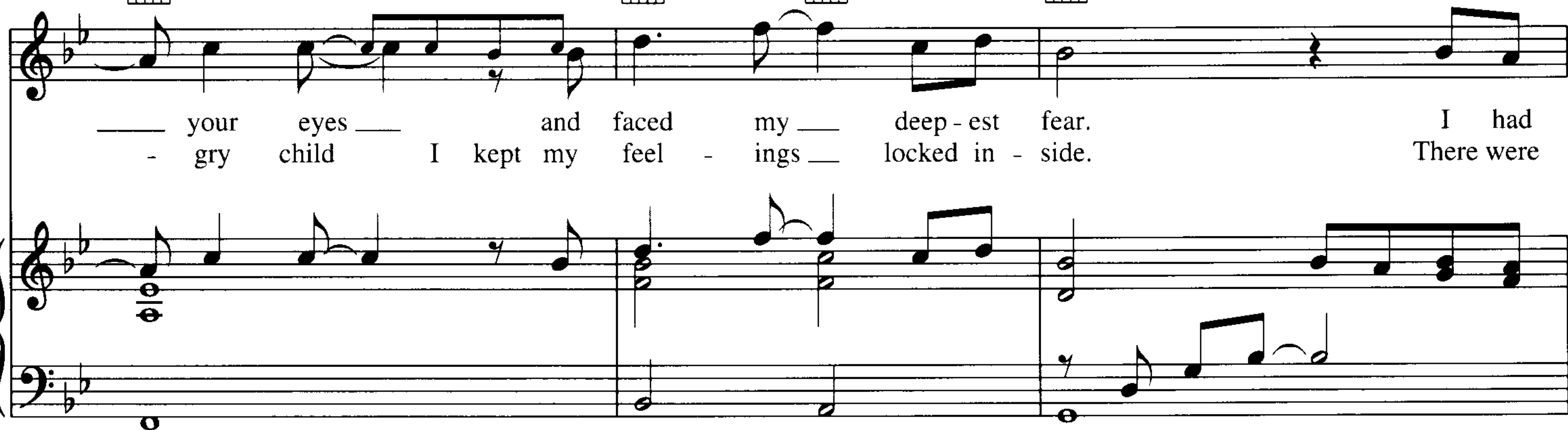
Gm  3fr Cm7  3fr

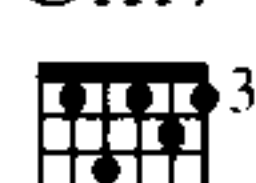
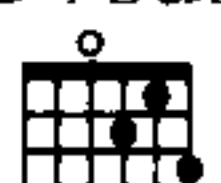
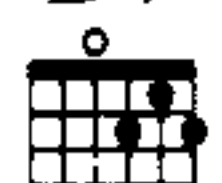
mem - ber. I looked in - to
sol - diers? But just like an an -



F7  Bb  F/A  Gm  3fr

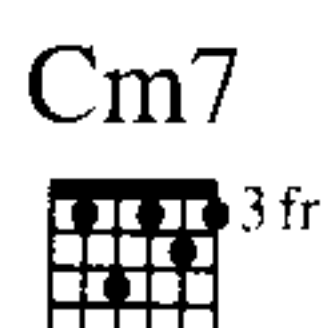
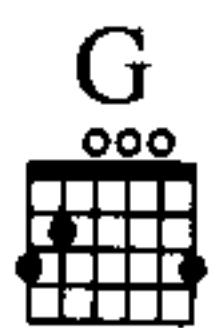
— your eyes — and faced my — deep - est fear. I had
- gry child I kept my feel - ings — locked in - side. There were



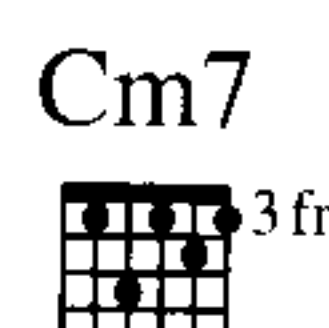
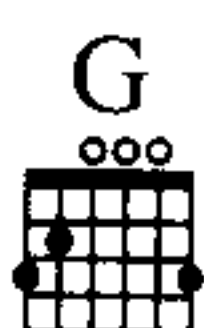
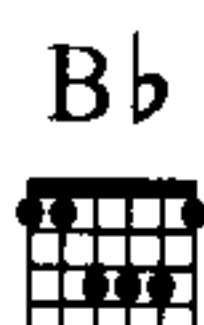
Cm7  3fr D7sus  D7  Gsus  3fr

drift - ed — too far, — far from you, — my dear. —
riv - ers — of tears — flow - ing from — her eyes. —

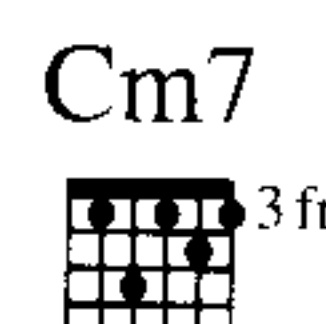




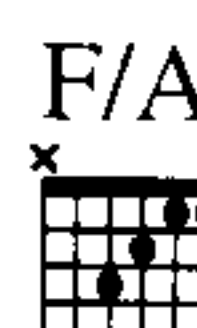
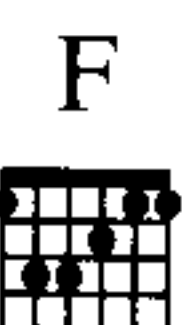
So how _____ could I _____ turn a -



way from the one I _____ love? How _____ could I, _____ when I



know _____ what my heart's _____ made _____ of? Could _____ it be, _____



oh, _____ that your soul _____ lives in-side of me? How could

1

Cm7 3fr

To Coda

D7sus

D7

Gsus 3fr

Gm 3fr

I ev - er say good - bye?

2

D7sus

D7

Gsus 3fr

Gm 3fr

good - bye? How could

Cm7 3fr

D7sus

D7

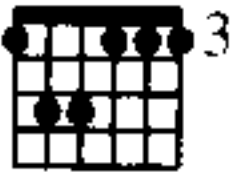
Gsus 3fr

I ev - er say good - bye?

G

Cm7 3fr

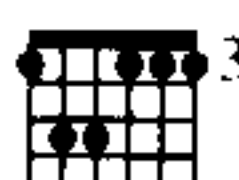
F

Gm  3fr

Cm7  3fr

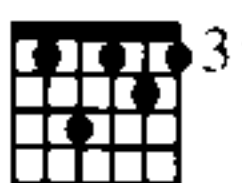


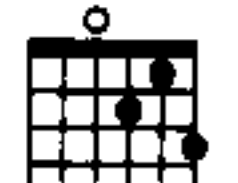
F 

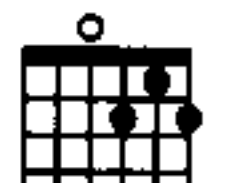
Gm  3fr

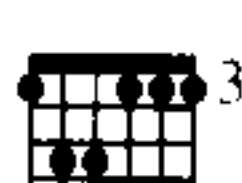
Oh,



Cm7  3fr

D7sus 

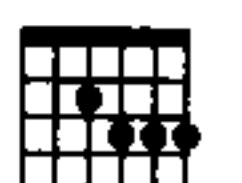
D7 

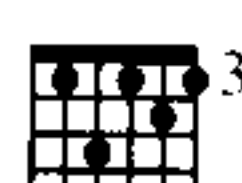
Gm  3fr

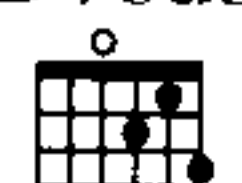
Gm/F 

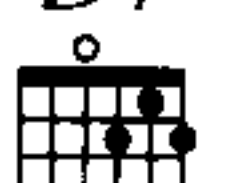
when you fall ___ in love ___ you nev - er know ___ how long ___ it lasts. ___



Em7b5 

Cm7  3fr

D7sus 

D7 

But ___ the one thing ___ I knew in ___ my heart is that I ___ was



Gsus G7 D.S. al Coda

fad - ing much _ too fast. _ So how _

CODA D7sus D7

good - bye? _

Gsus Gm Cm7 D7sus D7

How could _ I say _ good-by? _

Gsus Gm Cm7

How could I say _

rall.

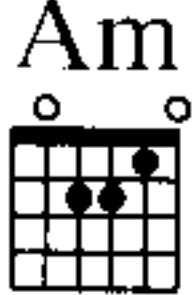
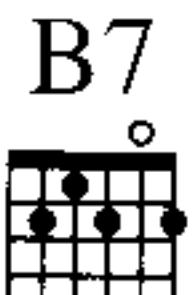
D7sus D7 Gsus G

good - bye? _

THAT'S OKAY

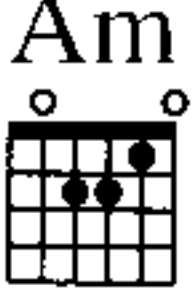
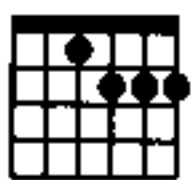
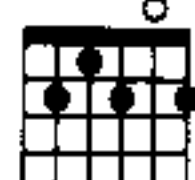
Words and Music by CORY ROONEY
and MARC ANTHONY

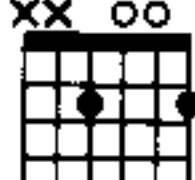
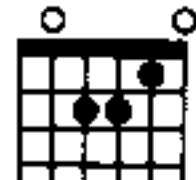
Moderate Latin beat

Am  B7 

mf

Em 

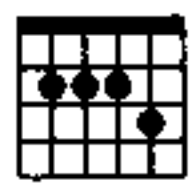
Am  F#m7b5  4fr B7 

Em  Em(add2)  Am  B 

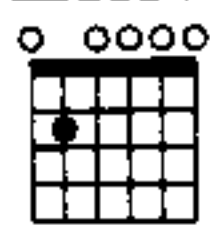


Original key: E $\flat$ minor. This edition has been transposed up one half-step to be more playable.

Em9sus

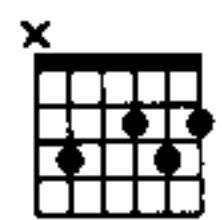


Em7

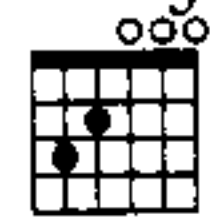


I re - mem - ber how it used to be _____
I can't shake all that you prom - ised me. _____

D6/C

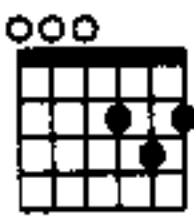


Cmaj7

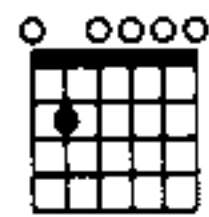


when you said you were in love with me. Now I'm all _____
Can't be - lieve I let it con - quer me. Now you're on _____

D/E

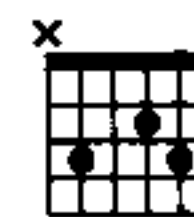


Em7

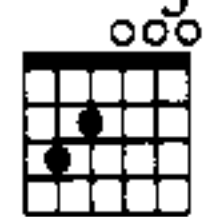


_____ a - lone, _____ sit - ting by _____ the phone. _____ There's that mem -
_____ your way _____ to that bet - ter day _____ and I'm here _____

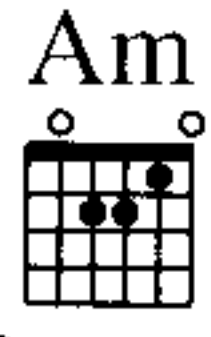
D6/C



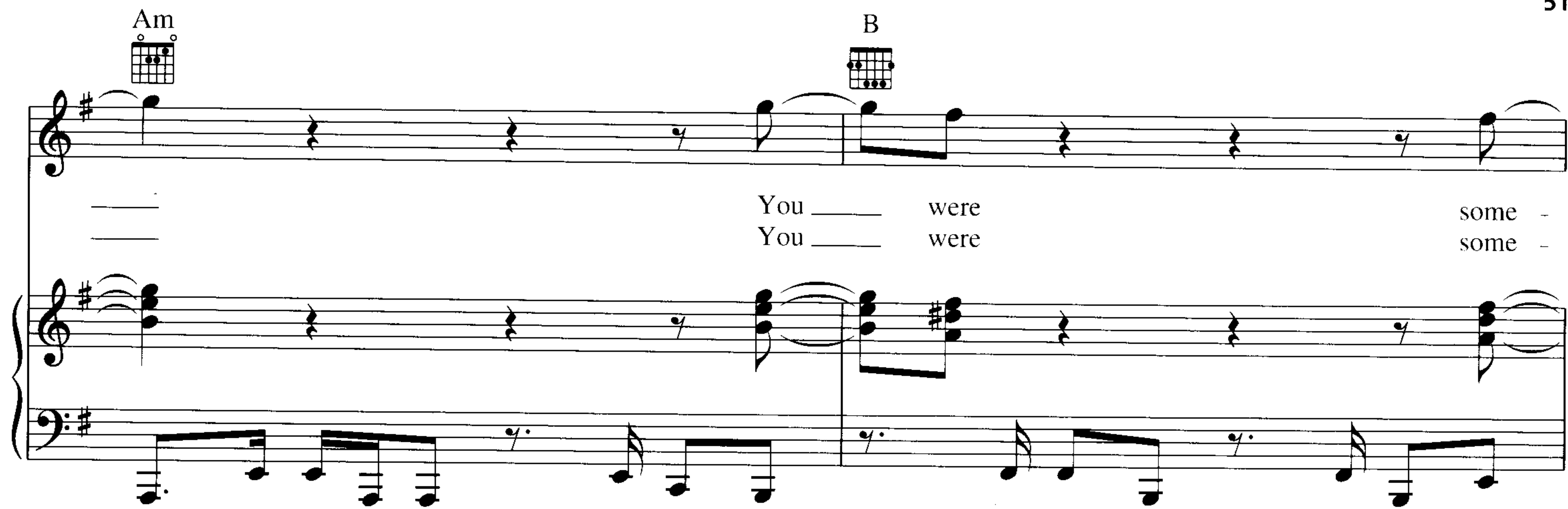
Cmaj7

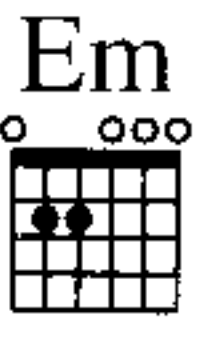


- o - ry _____ hang - in' o - ver me. _____ Oh. _____
_____ at home _____ sit - ting all _____ a - lone. _____ Oh. _____

Am  B 

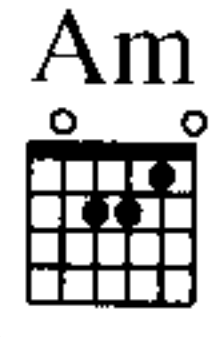
You _____ were some -
 You _____ were some -



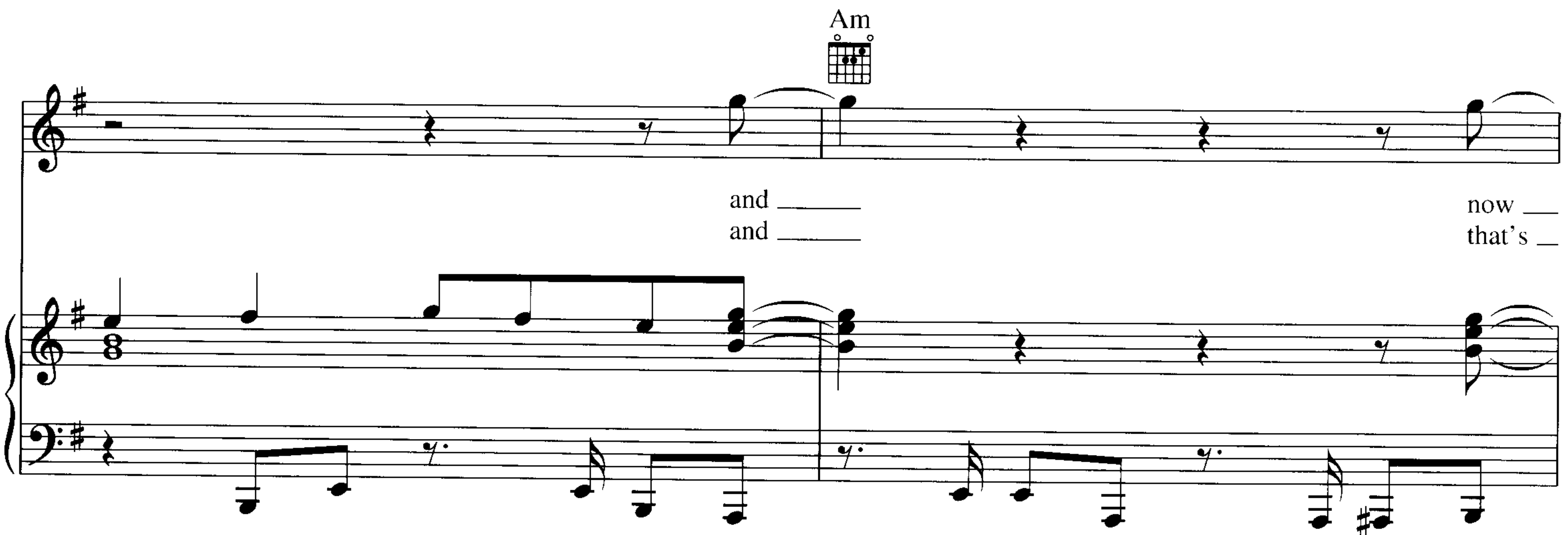
Em 

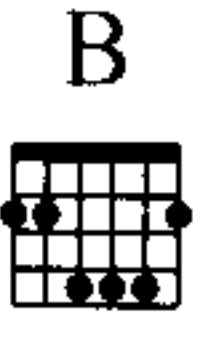
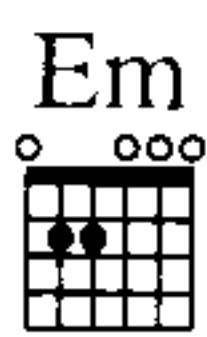
- thing
 - thing



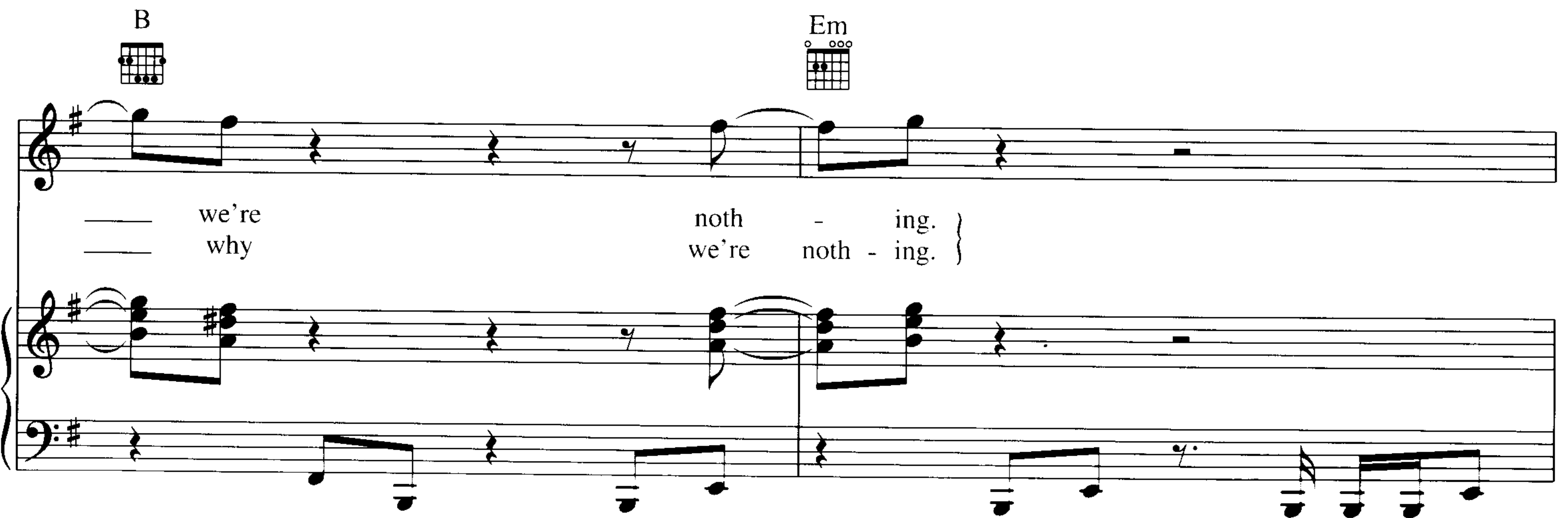
Am 

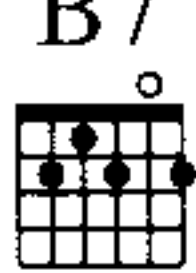
and _____ now _____
 and _____ that's _____



B  Em 

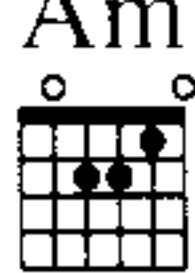
_____ we're noth - ing.
 _____ why we're noth - ing. }



B7  Em 

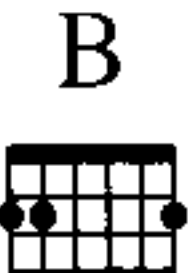


I still can't be - lieve you're leav - ing me in the

Am 



mid - dle of what used to be our thing. That's o -

B  Em 

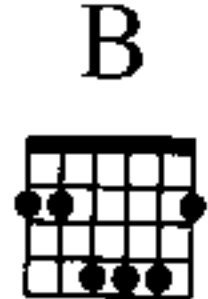
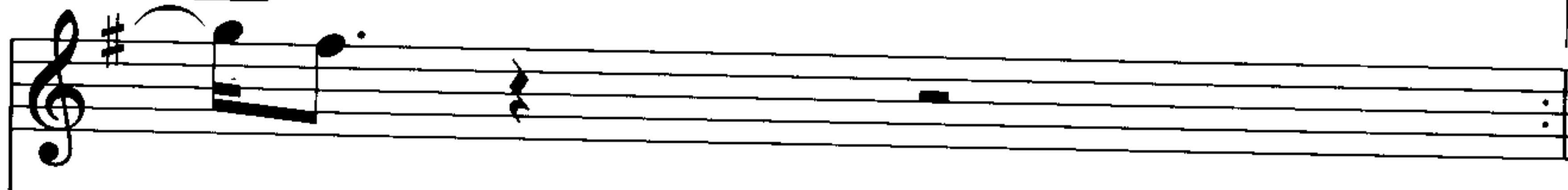


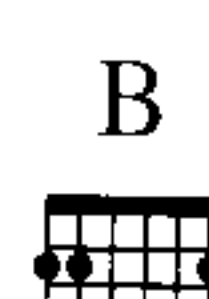
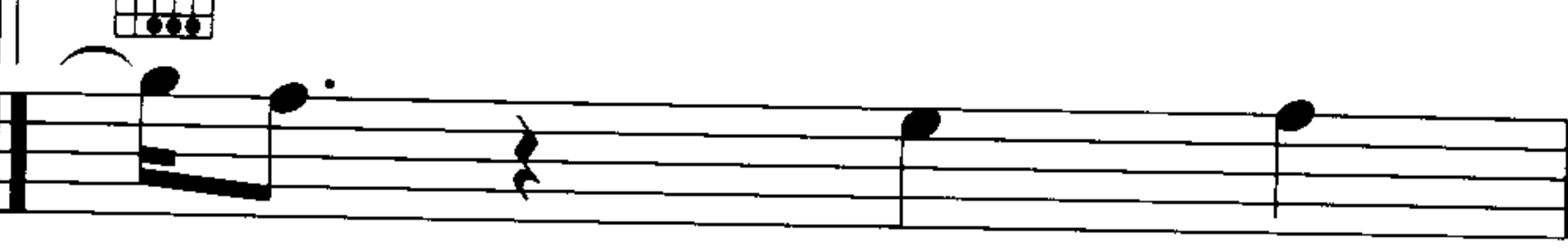
- kay. And I still don't see a rea - son for you kill -

Am 

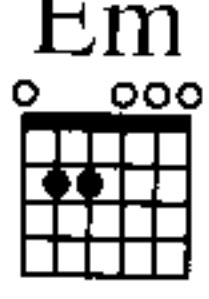


- ing me the way you did that day. That's o -

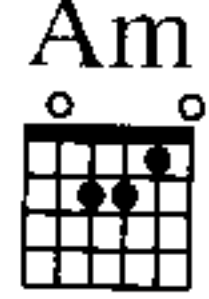
1  
- kay.

2  
- kay. I still

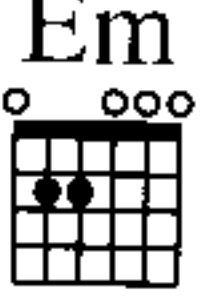


 
can't be - lieve_ you're leav - ing me _ in the mid - dle of _ what used _ to be _ our _



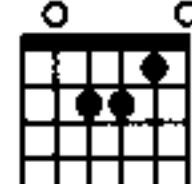
 
_ thing. That's o - kay. And I



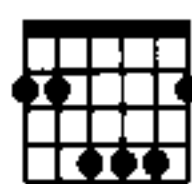
 
still don't see _ a rea - son for _ you kill - ing me _ the way _ you did that _



Am



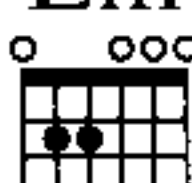
B



_____ day. That's o - kay.



Em



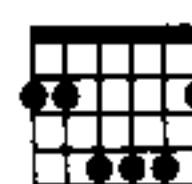


Am

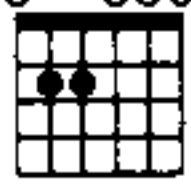




B

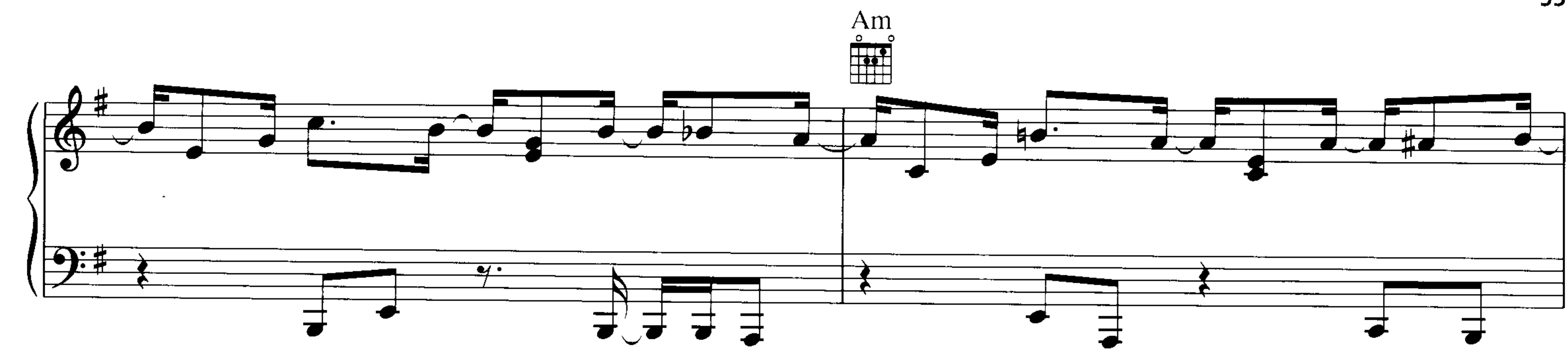


Em



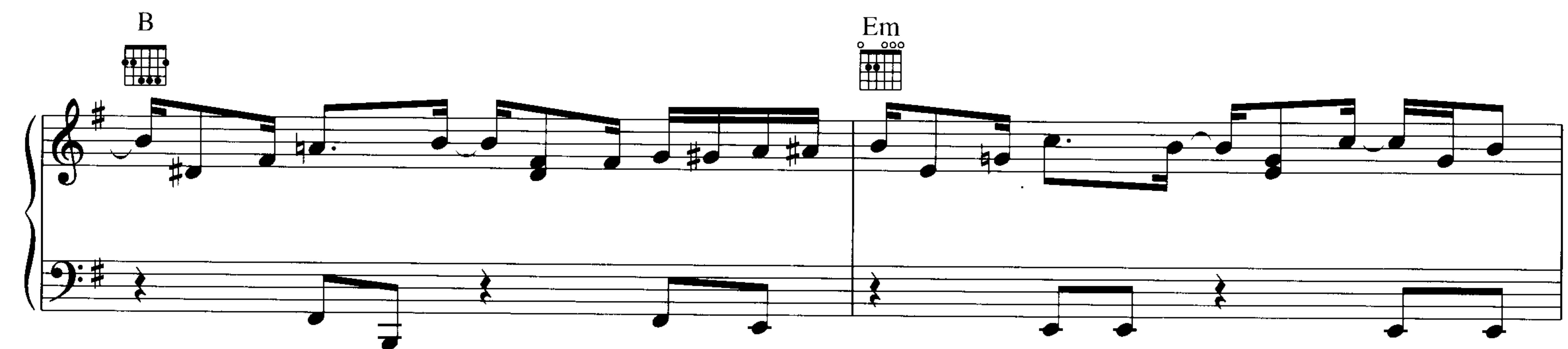


Am

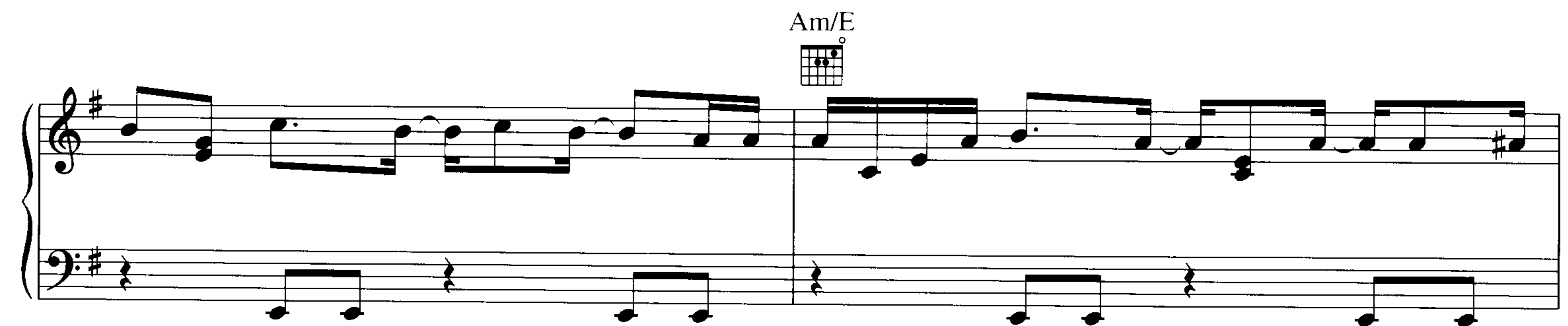


B

Em



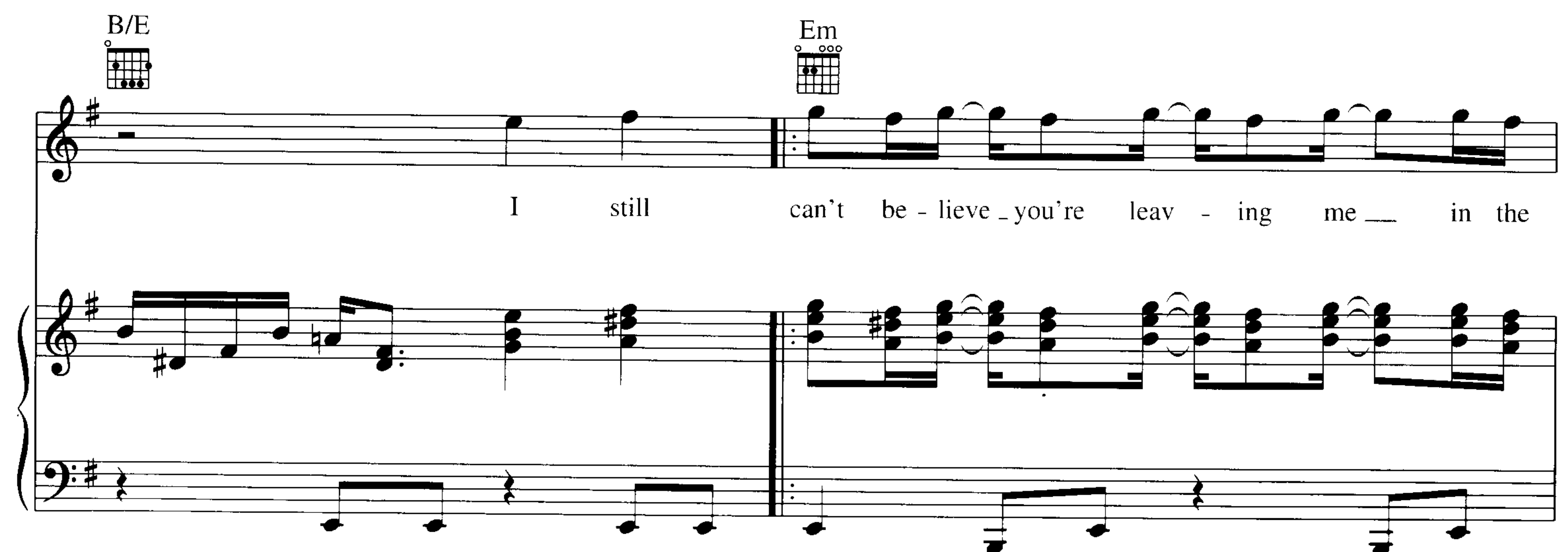
Am/E



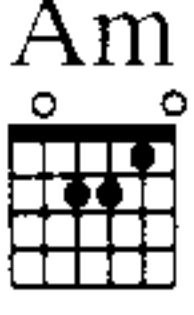
B/E

Em

I still can't be - lieve _ you're leav - ing me _ in the



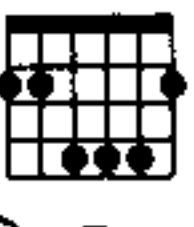
Am



mid - dle of ___ what used _ to be ___ our ___ thing. That's o -

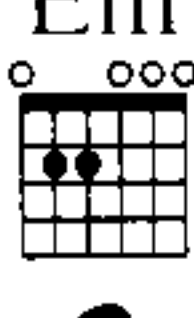


B



- kay. And I

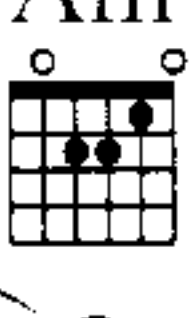
Em



still don't see ___ a rea - son for ___ you kill -



Am

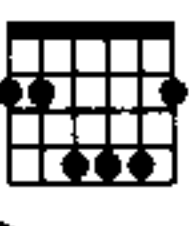


- ing me ___ the way _ you did that ___ day. That's o -



Repeat and Fade

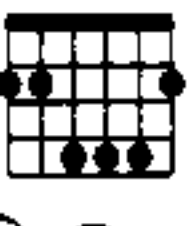
B



- kay. I still

Optional Ending

B



- kay.

Em



DON'T LET ME LEAVE

Words and Music by WALTER AFANASIEFF
and MARC ANTHONY

Moderately bright ($\text{♩} = \text{♩} = \text{♩} = \text{♩}$)

Cm
3 fr

Dm7

B♭/D

E♭sus

E♭
3 fr

A♭
4 fr

Hey.

D♭/F

Cm/G
3 fr

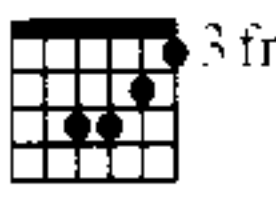
G

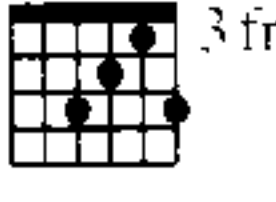
Cm
3 fr

A♭(add9)
3 fr

How can this be?

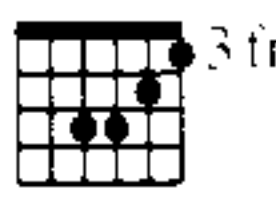
Though all these

Cm  3fr

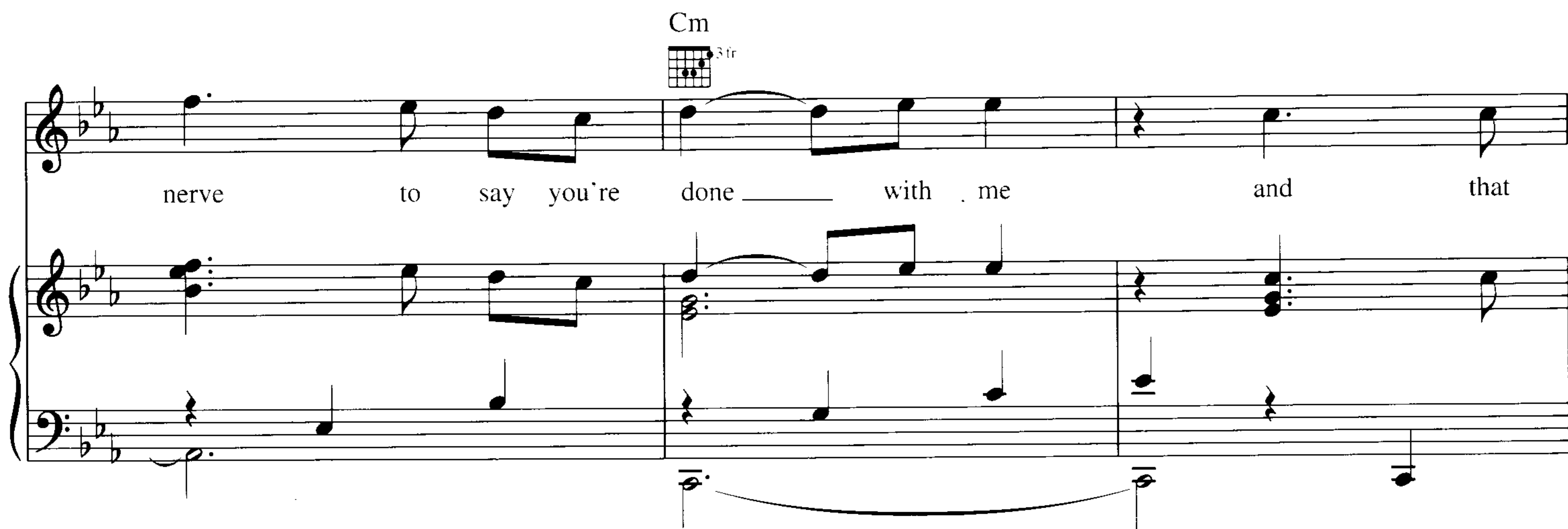
Ab(add9)  3fr

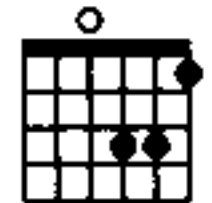
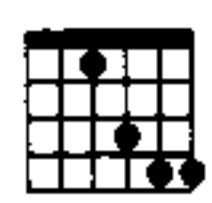
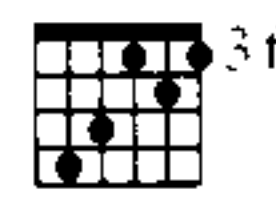
years _____ I have been true to thee. _____ you had the



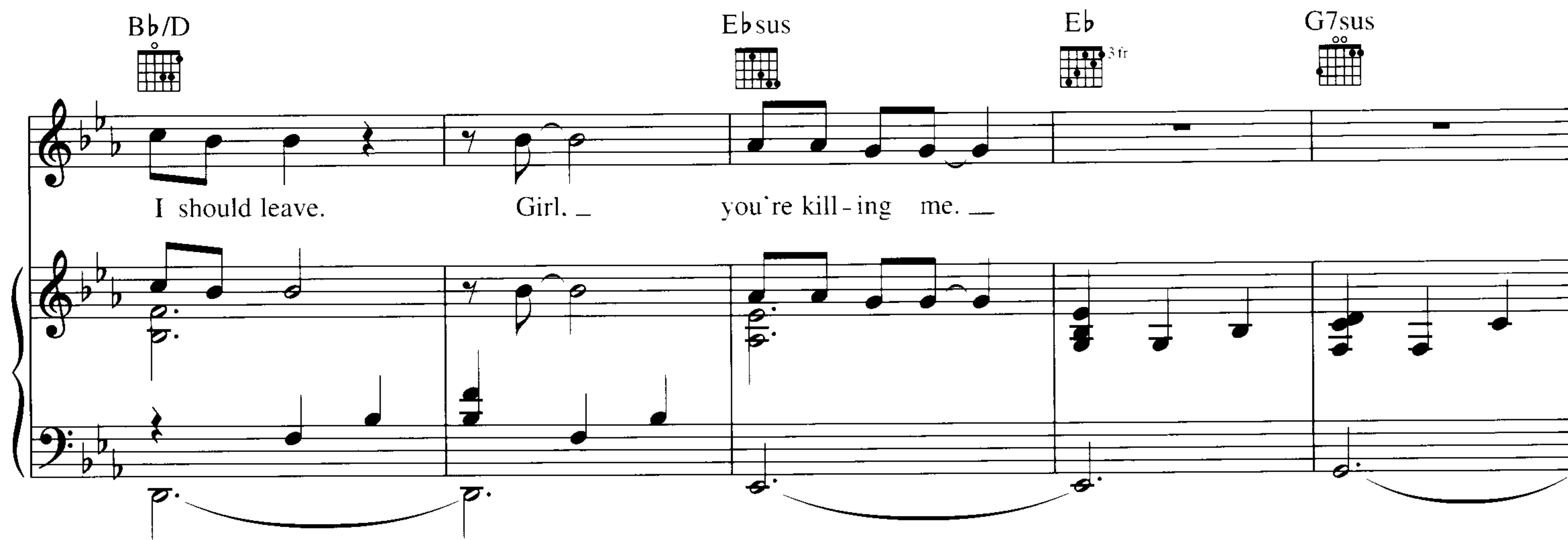
Cm  3fr

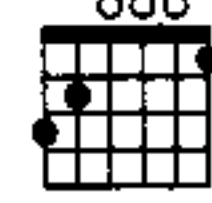
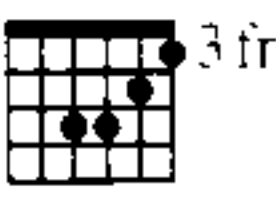
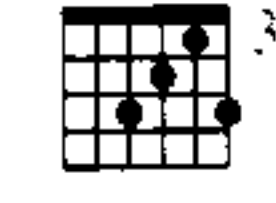
nerve to say you're done _____ with me and that



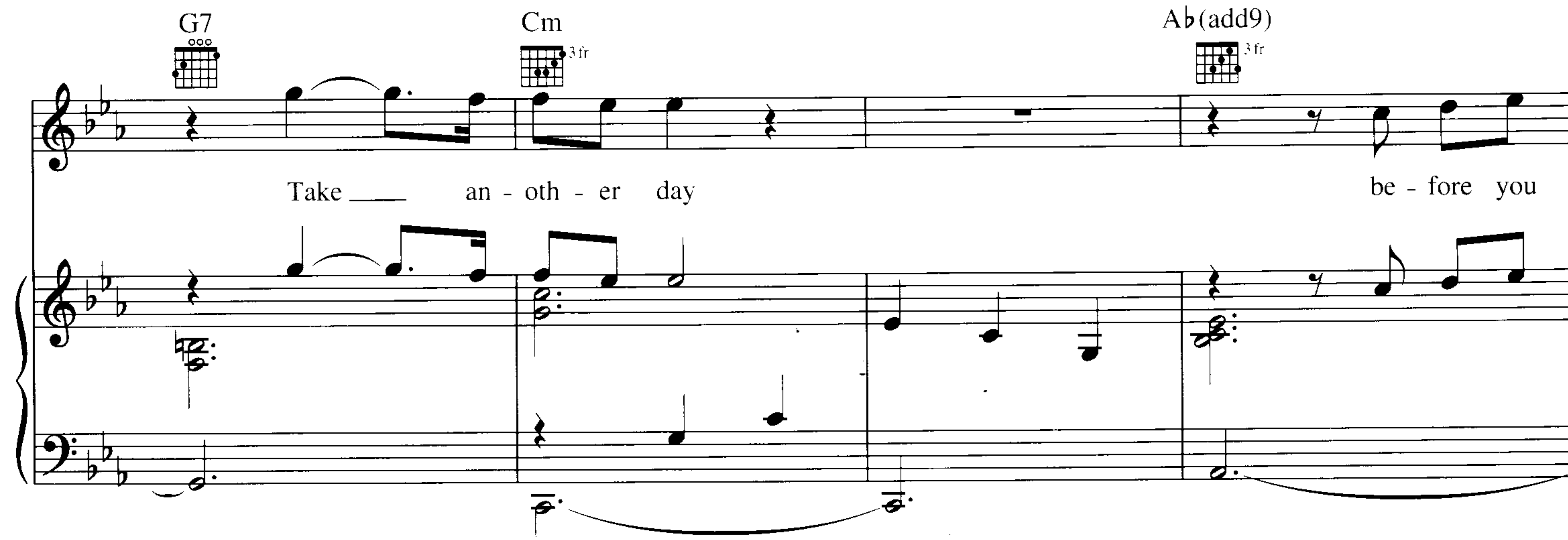
Bb/D  Eb sus  Eb  3fr G7sus 

I should leave. Girl. _ you're kill - ing me. _

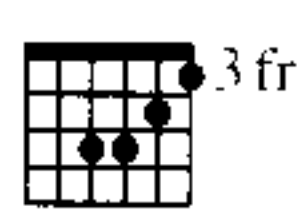


G7  Cm  3fr Ab(add9)  3fr

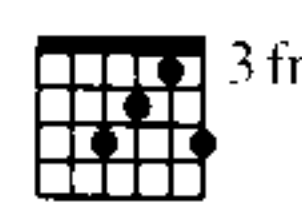
Take _____ an - oth - er day be - fore you



Cm



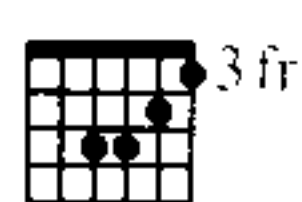
Ab(add9)



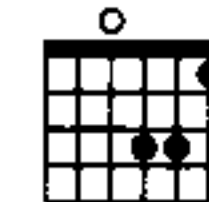
go _____ and throw it all a - way.

And if you do, _____
girl, I just know -

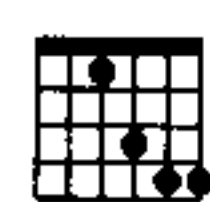
Cm



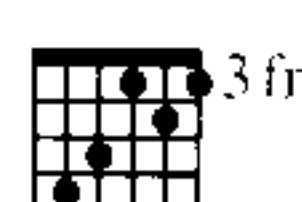
Bb/D

_____ I know we'll find a way.
_____ we can find a way.Just _____ be - lieve in me
Please _____ be - lieve in me

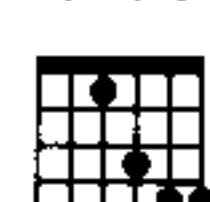
Eb sus



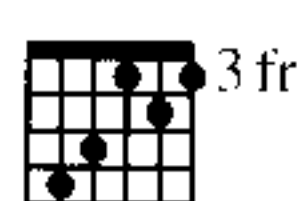
Eb



Eb sus

'cause _____ I'm here to stay.
'cause _____ I'm here to stay. }

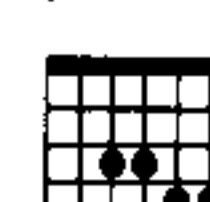
Eb



Fm7

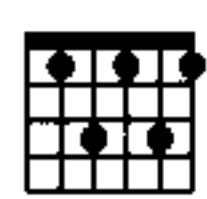


Bb7sus

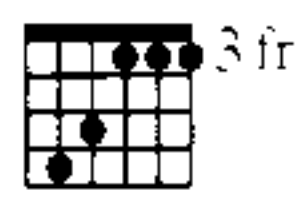


Don't let me leave. Don't _____ let me leave _____ you, girl, _____

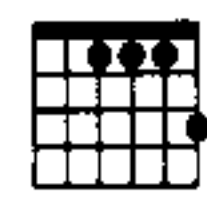
Bb7



Eb maj7

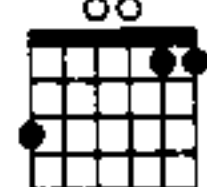


Ab maj7

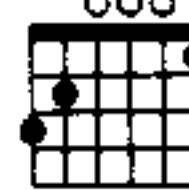


'cause if I do I prom - ise I will look — the oth - er way. —

G7sus

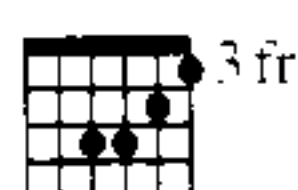


G7



Girl, I know — you need me by your side. —

Cm

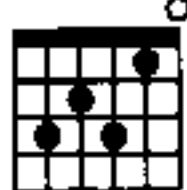


Gm7/C

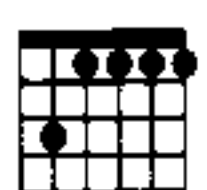


You don't see, but I know it, this is why. —

C7



Fm7

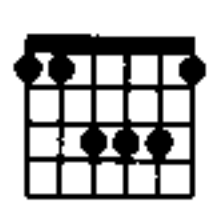


Bb7sus

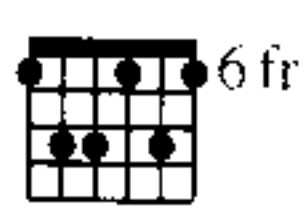


Don't let me leave. Don't — let me leave — you, girl.

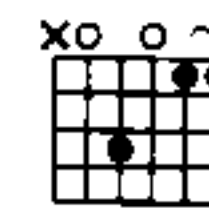
Bb



Bbm6



Fsus2/A



Just let me tell you _____ why: _____

F5/Ab

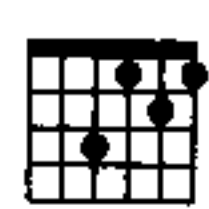


_____ You're all I ev - er need _____ and

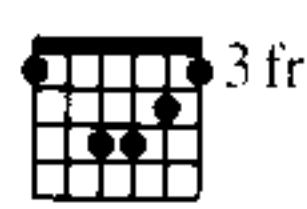
To Coda ⊕

1

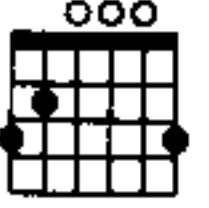
Db/F



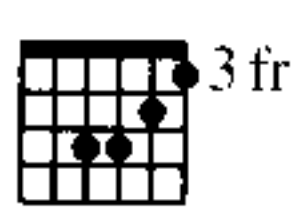
Cm/G



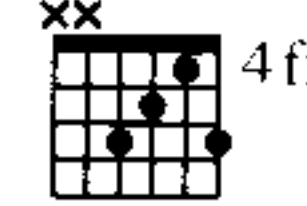
G



Cm

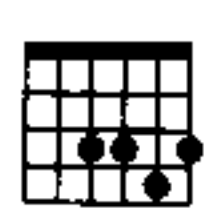


Ab(add2)

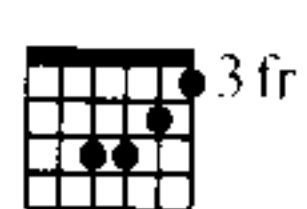


ev - 'ry - thing . worth fight - ing _____ for. _____ Be - fore you

Eb/F

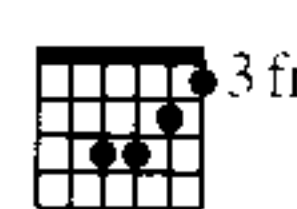


Cm

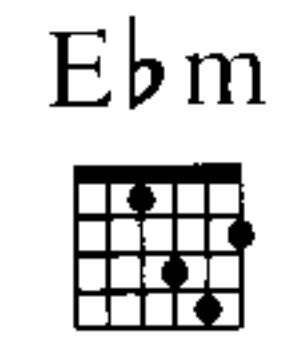
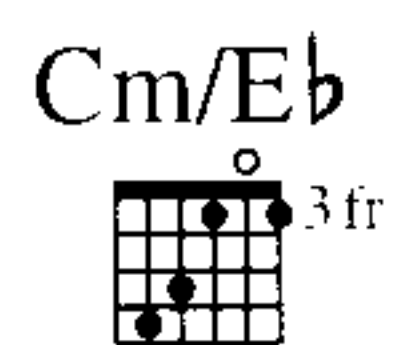
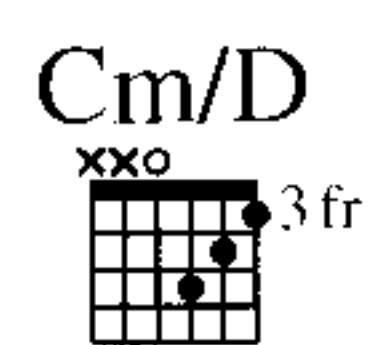


2

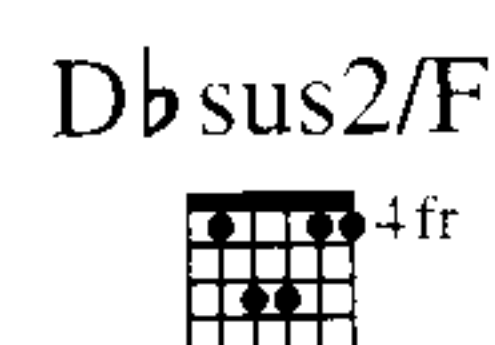
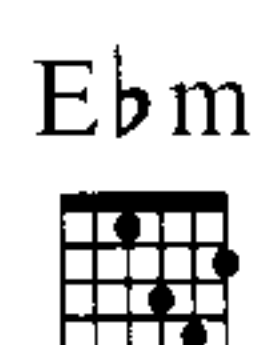
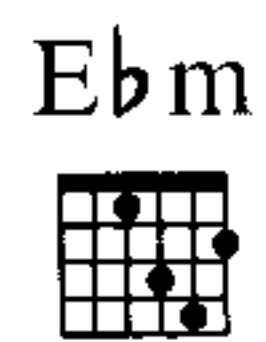
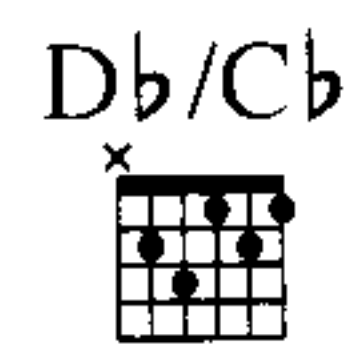
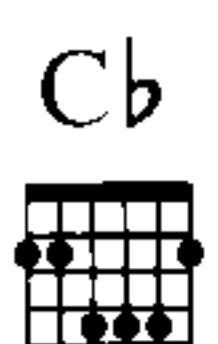
Cm

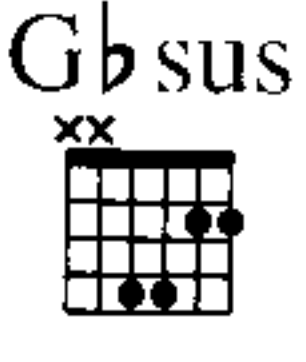
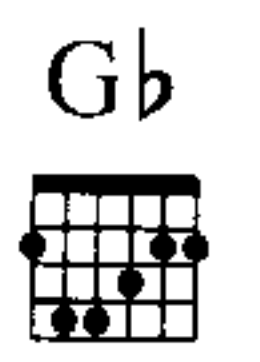


go _____ and throw it all a - way, _____ for. _____

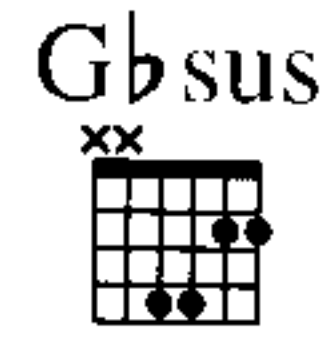
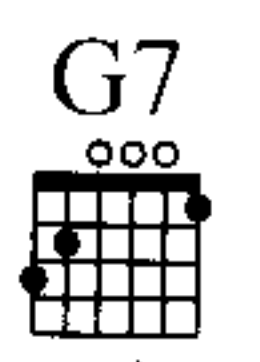


Oh.



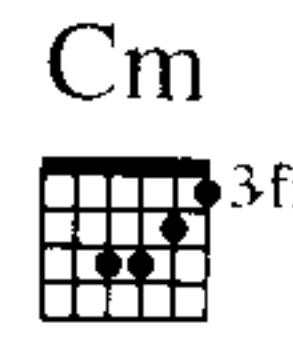




D.S. al Coda

Don't let me

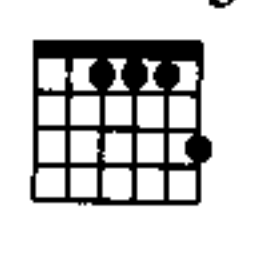
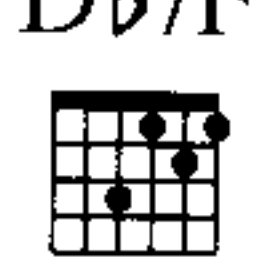


CODA 

 3fr

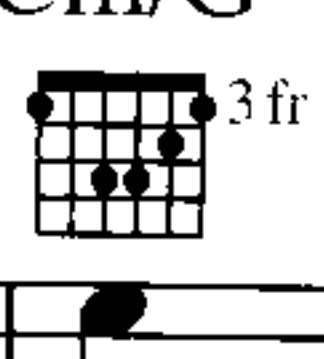
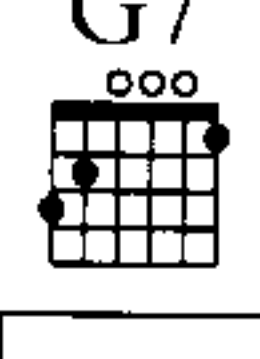
for.



You're all I ev - er need



 3fr
 


and ev - 'ry - thing worth fight - ing...

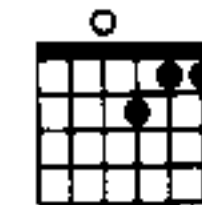
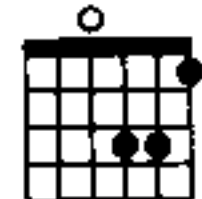
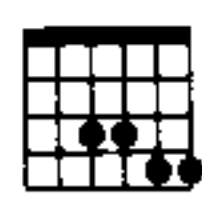
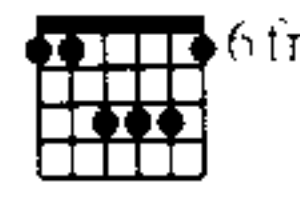
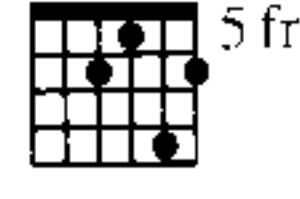
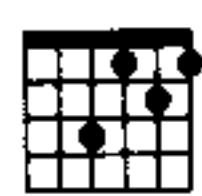
rall.



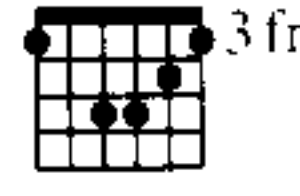
Cm



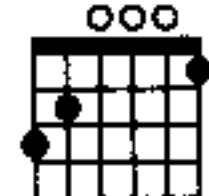
Dm7

*a tempo*B $\flat$ /DB $\flat$ 7susE $\flat$ /B $\flat$ A $\flat$ maj9D $\flat$ /F

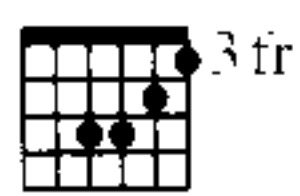
Cm/G

*rit.*

G7



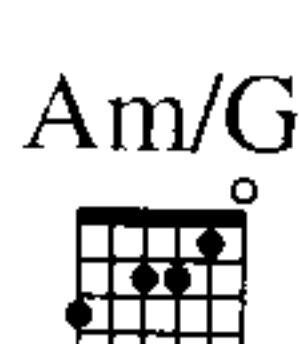
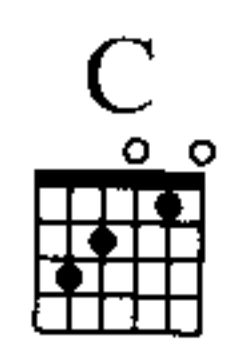
Cm



REMEMBER ME

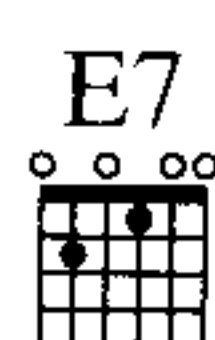
Words and Music by JONNIE MOST
and DENISE RICH

Moderately slow



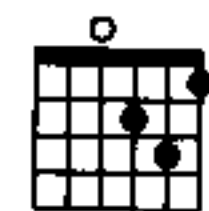
mf

E7sus

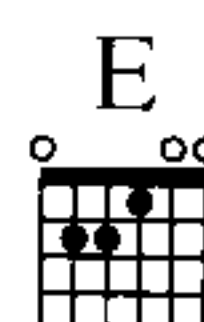


It's not e-nough to say I've loved _ and lost _
I let you go. What was I think - ing of? _

Dm



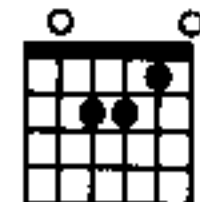
F



Just a thought _
I'll nev - er know

to know I had _ it all. _
what it's like _ to love. _

Am



E7/G#



Times can change,
But there's no way.

but love will not _ grow old. _
How can I _ re - place _

Original key: B $\flat$ minor. This edition has been transposed down one half-step to be more playable.

Dm E7



Turn the page. — Turn down this bed a - lone. — } Do you
love so strong — when I can't for - get your face? — }



Am7 E/G# C/G F#m7b5



still re-mem - ber me? Oh, how could you — for - get? — You're



F6 Bm7b5 Dm7 E7



ev - 'ry - thing — I need. — I'm out here on the ledge. — There's no



Am7 E7/G# C/G F#m7b5



words for me — to say and too much to re - gret. —



1

F6 Bm7 $\flat$ 5 Dm E7

You're where I _____ should be. Do you re-mem - ber _____ when? _____

2

Am G/F F Dm9 E7sus Dm E7

you re-mem - ber _____ when we

Am C/G

used to dance? _____ I _____ used to sing.

F E7sus E7

Do you re-mem - ber _____ you _____ and me? _____ Oh, 'cause if I could _____

Am C/G

hold your hand I'd be a king.

F Dm7

'Cause I re-mem-ber ev-'ry-thing.

E7sus E7 F#7/A#

Do you

Bm F#7/A# D/A G#m7b5

still re-mem-ber me? How could you for-get? You're

G6 C#m7b5 Em F#7

ev - 'ry - thing _ I need. _ I'm out here on the ledge. _ There's no

Bm F#7/A# D/A G#m7b5

words for me _ to say and too much to re - gret. _

Repeat and Fade

G6 C#m7b5 Em F#7

You're where I _ should be. _ Do you re-mem - ber when? _ Do you

Optional Ending

Em F#7 Bm

you re - mem - ber when? _

SHE'S BEEN GOOD TO ME

(Como Ella Me Quiere A Mí)

Words and Music by MARC ANTHONY,
CORY ROONEY, RODNEY JERKINS, LaSHAWN DANIELS,
FRED JERKINS and HARVEY MASON JR.

Moderately

Gm Cm7 F

mf

With a beat

D7 Gm

Girl, I see how you're look - ing at _ me.
Ya te veo que me es - tás _ mi - ran - do.

And I must say you're look - ing sex - y.
La con-cien-cia me es - tá _ ma - tan - do.

But the truth is my ba - by has _ been good _
No pue-do ol-vi-dar co - mo e - lla _ me quiere _

D

Gm

_ to me. _
_ a mí. _

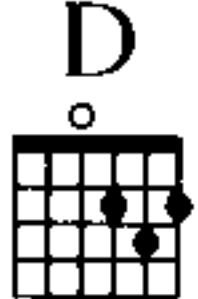
Girl, the way that you move's _ so tempt - ing.
Be - be - rí - a de tus _ pla - ce - res.

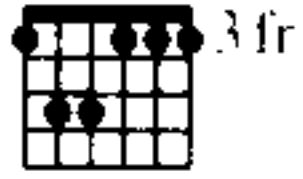


Got-ta say that I like _ what I _ see. But the truth is my ba - by has _ been good _
Pe-ro sé que su a-mor _ me es - pe - ra. No pue-do ol-vi-dar co - mo e - lla _ me quiere _



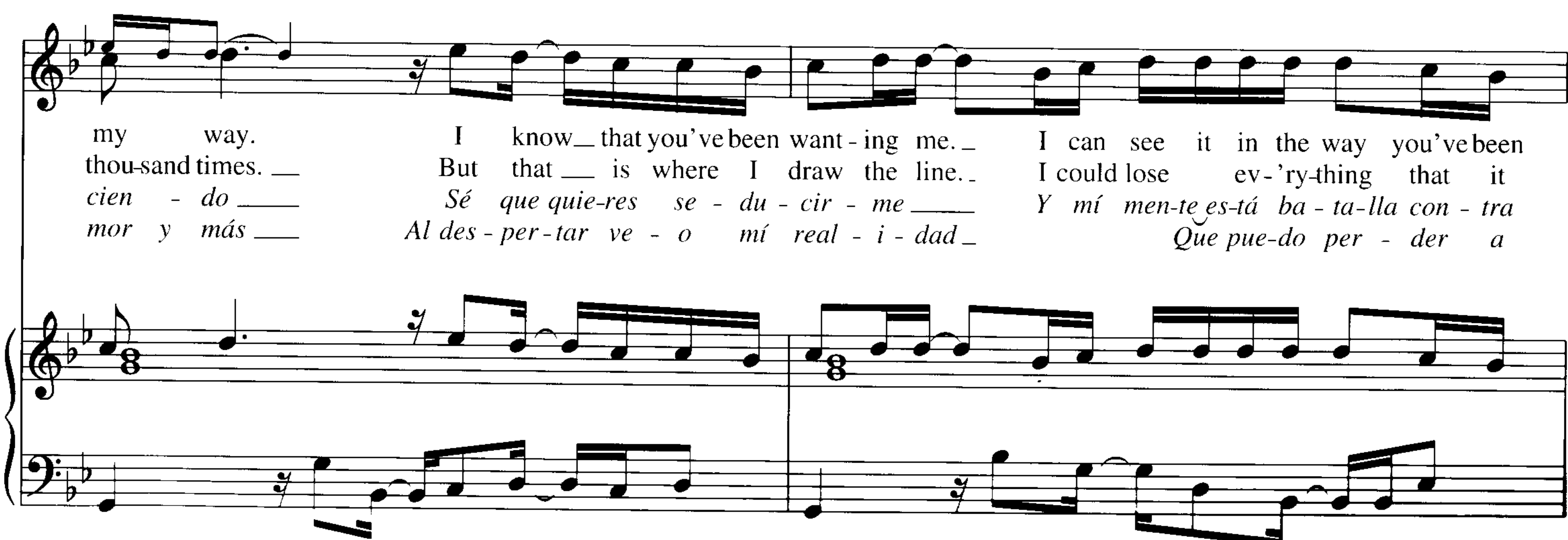
_____ to me. _____
 _____ a mí. _____

D


Gm


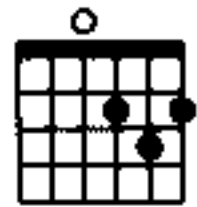
{ Fri - day _____
 { In my mind _____
 { Ve - o, _____
 { Hay no - ches, _____

I saw _ you look-ing
 I've made love to you a
*lo que _ me es-tás ha -
 que sue-ño ha - cer - te el a -*

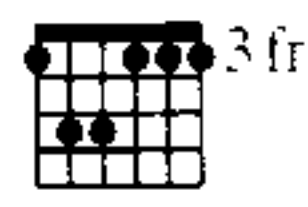


my way. I know _ that you've been want-ing me. _ I can see it in the way you've been
 thou-sand times. _ But that _ is where I draw the line. _ I could lose ev-'ry-thing that it
cien - do _ Sé que quie-res se - du - cir - me _ Y mí men-te es-tá ba - ta-lla con - tra
mor y más _ Al des - per-tar ve - o mí real - i - dad _ Que pue-do per - der a

D



Gm

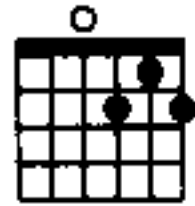


taunt - ing me. — Oh, your eyes — make it hard — for me to
 took so long — to find. — Let me — be as clear — as I
 mí de - se - o. — Sien - to — *que en cual - quier - mo-men-to yo*
 quien en ver-dad me a - ma. — De - bo — *con - fe - sar - te to - da*

walk a - way — when the truth is I want to stay. — All I got-ta say is,
 could be: — Though you do what you do to me, — I got-ta tell you
 po - dré — *Co - mo un lo - co ren-dir-me a tus pies —*
 la ver-dad — *Aun - que tu a-mor me ha - ce vo - lar —* *Pe-ro tus en-can-tos*
En-tre tú y yo na -

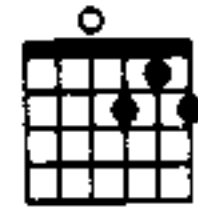
1

D7



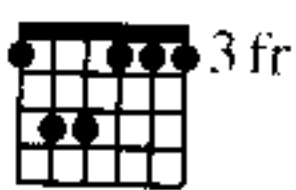
2

D7



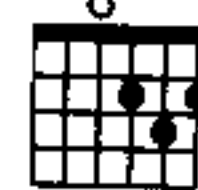
girl, there's just — no way. — girl, there's just — no way. —
 yo re - sis - ti - ré. — da pue - de — pa - sar. —

Gm



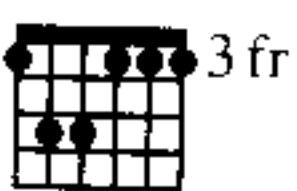
Girl, I see how you're look - ing at _ me. And I must say you're look - ing sex - y.
 Ya te veo que me es - tás _ mi - ran - do. La con - cien - cia me es - tá _ ma - tan - do.

D



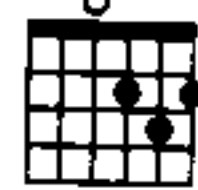
But the truth is my ba - by has _ been good _ to me. ____
 No pue-do ol-vi-dar co - mo e - lla _ me quiere _ a mí. ____

Gm

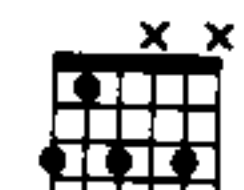


Girl, the way that you move's _ so tempt - ing. Got - ta say that I like _ what I _ see.
 Be - be - rí - a de tus _ pla - ce - res. Pe - ro sé que su a - mor _ me es - pe - ra.

D

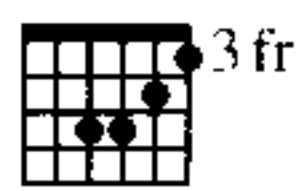


Gm7



But the truth is my ba - by has _ been good to me. ____ She's _ been good _
 No pue-do ol-vi-dar co - mo e - lla _ me quiere a mí. ____ E - lla me quie -

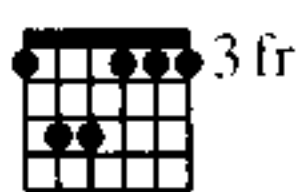
Cm



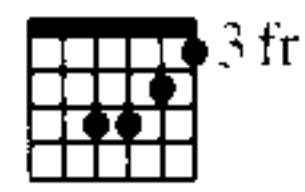
to me. She's the on - ly one who ev - er real - ly
 re a mí. To - do el a - mor que tie - ne e - lla me en -

3

Gm



Cm

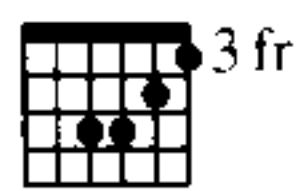


G

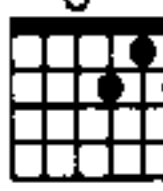


stood by me. She be - lieves in me. She's the
 tre - ga a mí. E - lla cree en mí. Es la

Cm



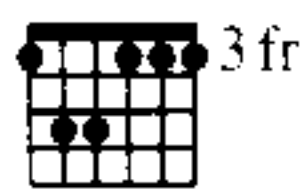
D7



on - ly one who ev - er took a chance on me. So
 ú - ni - ca que ma ha po - di - do a - mar a - sí. No

3

Gm

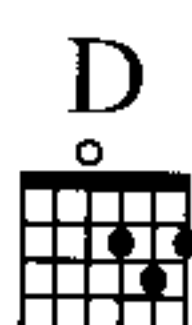


girl, there's just no way.
 lo pue - do ne - gar.

Girl, I see how you look.
 Ya te veo que me es-tás mirando.

And I must say you look.
La con-cien-cia me es-tá matando.

But the truth is my ba - by has _ been
No pue-do ol-vi-dar co - mo e - lla _ me

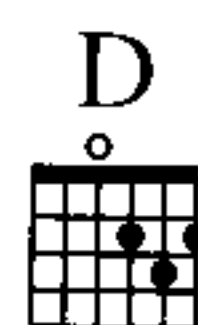


good to me. ____
quiere a mí. ____

Girl, the way that you move.
Be - be - rí - a de tus placeres.

Got-ta say that I like.
Pe - ro sé que a - mor me espera.

But the truth is my ba - by has _ been
No pue-do ol-vi-dar co - mo e - lla _ me

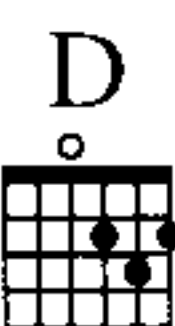
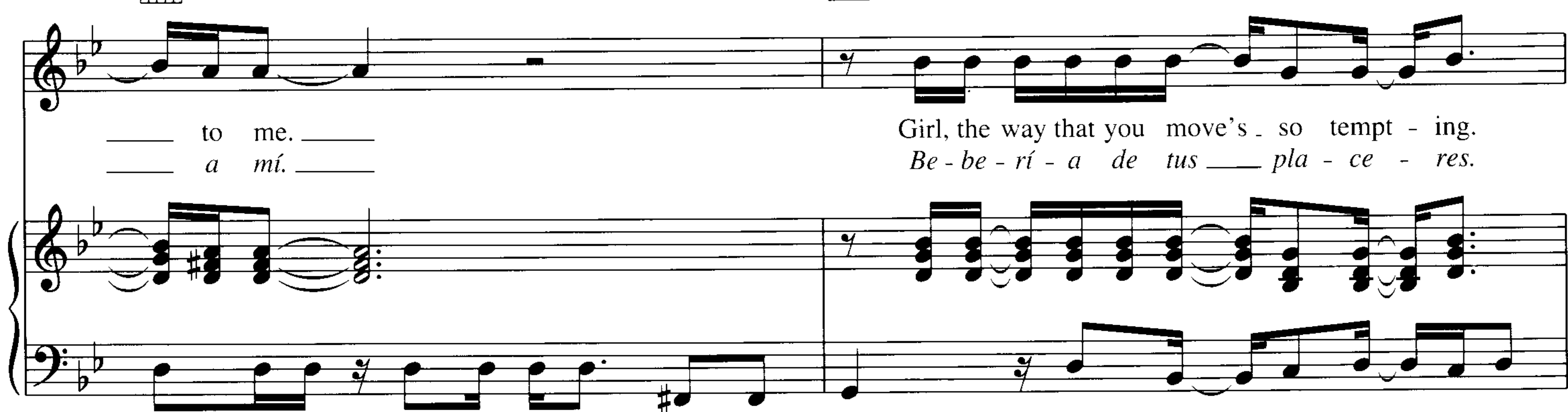


good to me. ____
quiere a mí. ____

Girl, I see how you're look - ing at _ me.
Ya te veo que me es - tás _ mi - ran - do.



And I must say you're look - ing sex - y. But the truth is my ba - by has _ been good _
La con-cien-cia me es - tá _ ma - tan - do. No pue-do ol-vi-dar co-mo e - lla _ me quiere _

_____ to me. _____
 _____ a mí. _____

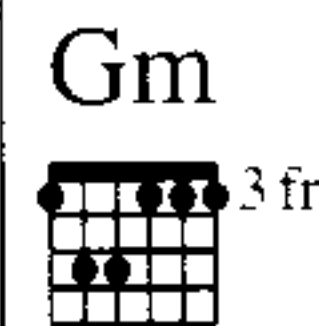
Girl, the way that you move's - so tempt - ing.
Be - be - rí - a de tus _ pla - ce - res.



Got-ta say that I like _ what I _ see. But the truth is my ba - by has _ been good _
Pe - ro sé que su a-mor _ me es - pe - ra. No pue-do ol-vi-dar co - mo e - lla _ me quiere _

Repeat and Fade

Optional Ending



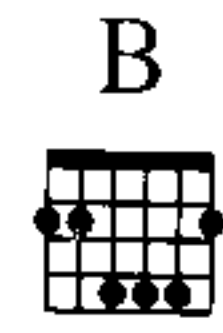
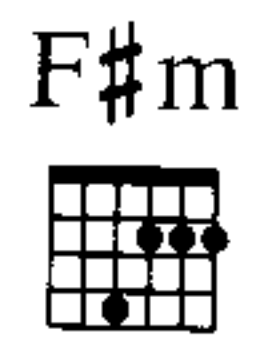
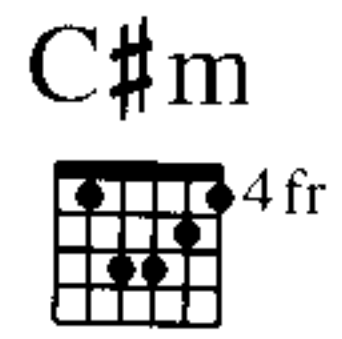

_____ to me. _____
 _____ a mí. _____

LOVE IS ALL

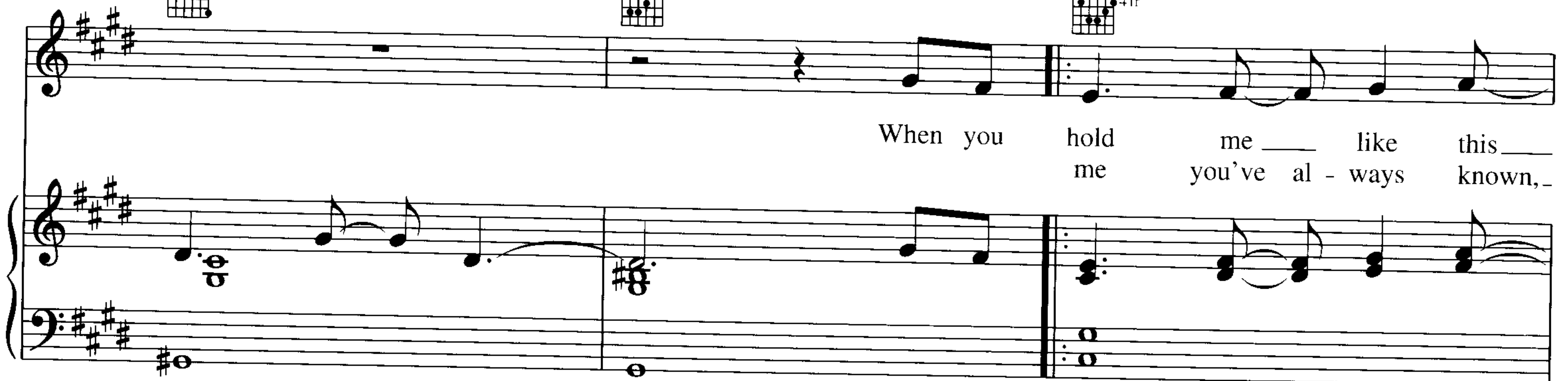
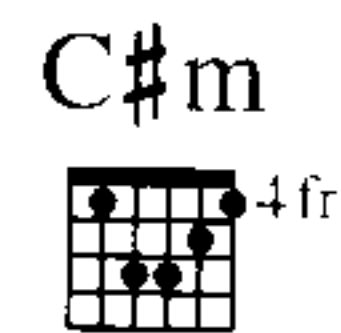
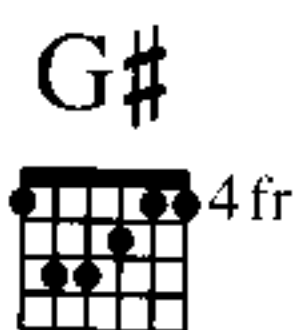
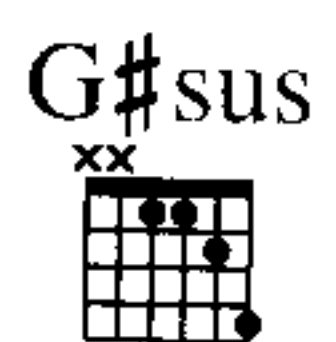
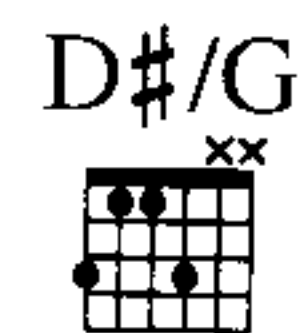
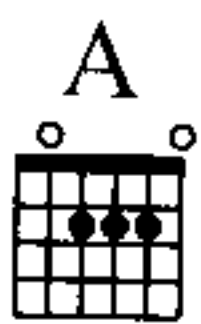
77

Words and Music by
ARNIE ROMAN

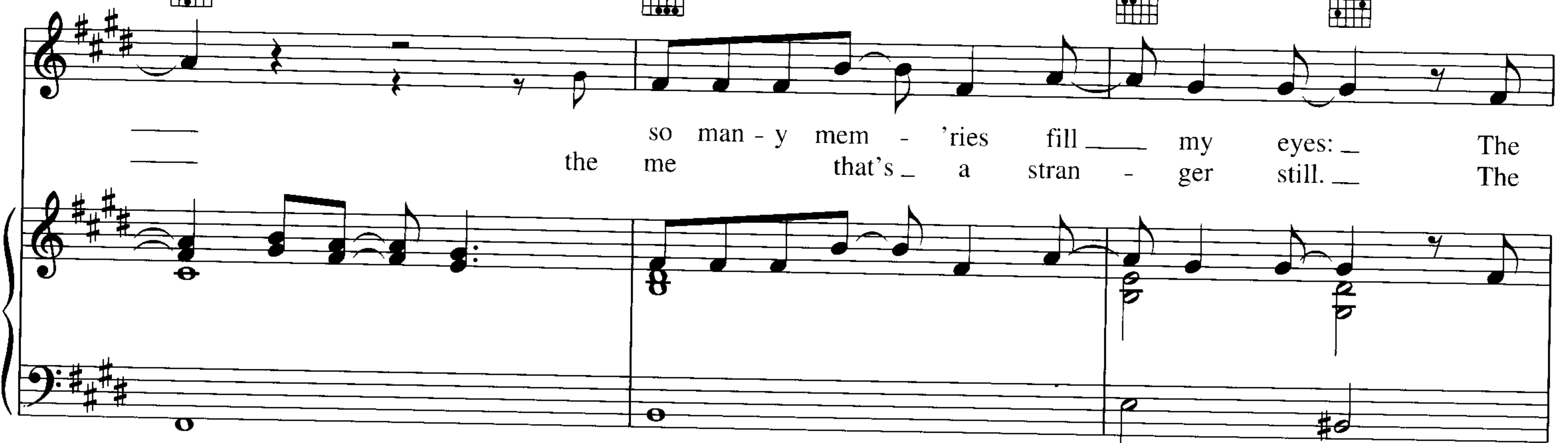
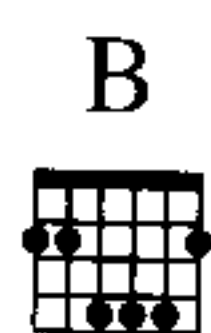
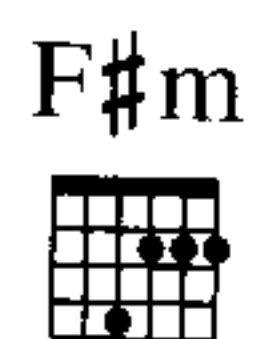
Moderately slow



mf

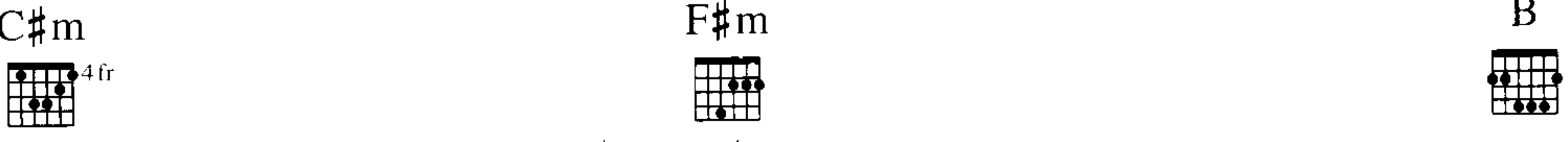


When you hold me — like this —
me you've al - ways known, —



the so man - y mem - 'ries fill — my eyes: — The
me that's — a stran - ger still. — The

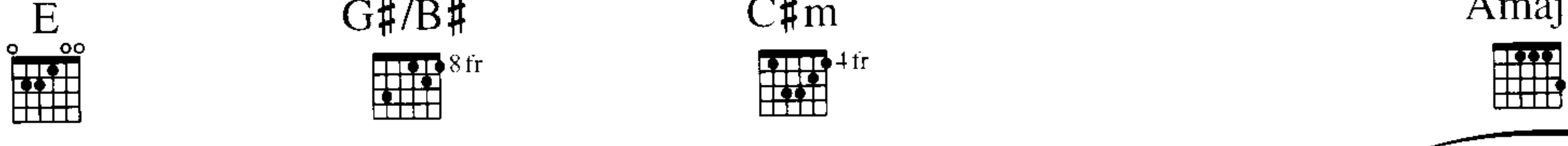
C#m **F#m** **B**



first time we kised, the times we near - ly said -
 you that feels like home and the you that nev -



E **G#/B#** **C#m** **Amaj7**



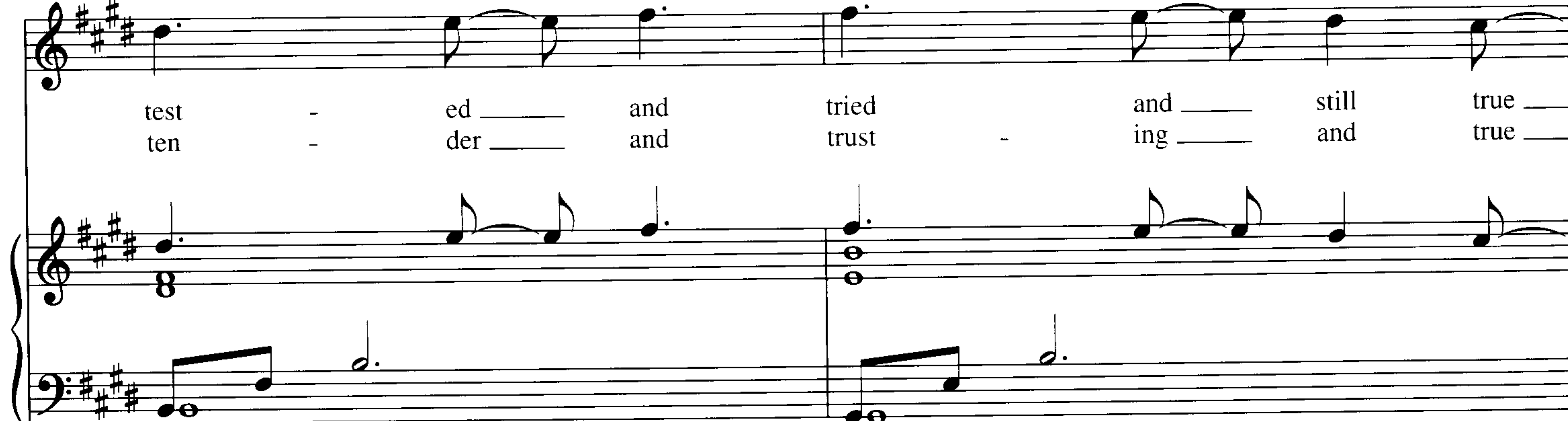
— good - bye. — But still here — we are, —
 - er will. — But still here — we lie, —



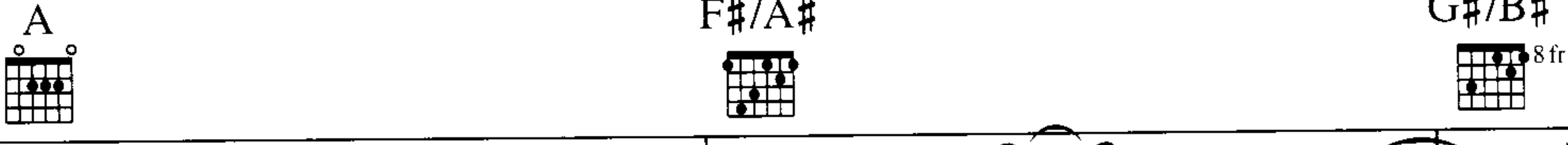
B **E/G#**



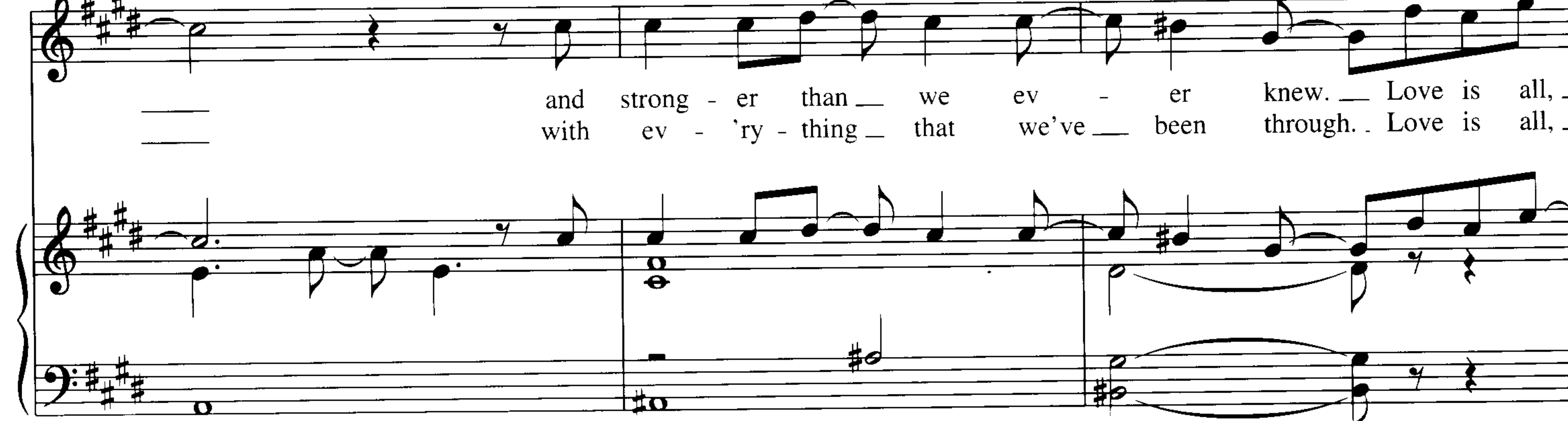
test - ed and tried and still true —
 ten - der and trust - ing and true —



A **F#/A#** **G#/B#**



— and strong - er than — we ev - er knew. — Love is all, —
 — with ev - 'ry - thing — that we've — been through. — Love is all, —



C#m **F#m** **B**

the laugh - ter and the tears that fall, the

E/G# **A** **D#7/G**

mun - dane and the { (D.S.) mag - i - cal. } Love is all.
 mir - a - cle. }

G# **G#/B#** **C#**

All is love, the

F#m **B** **E**

care - less word, the heal - ing touch, the get - ting and the giv -

1

A

D#7/G

G#sus

ing of, all is love.

2,3

G# 4fr

D#7/G

G#sus

To Coda

There's a all is love.

G# 4fr

Amaj7

All the glo - ry, all

C#m 4fr

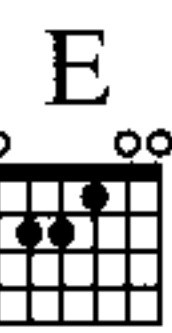
B

C#m 4fr

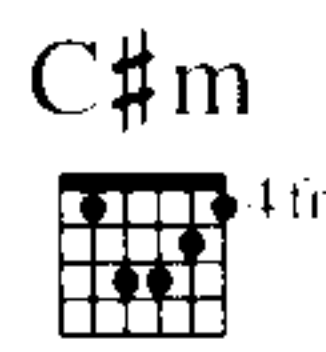
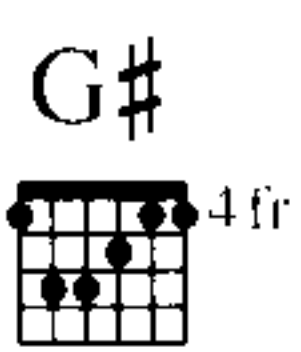
B

C#m 4fr

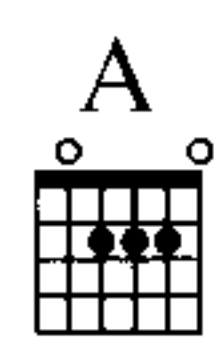
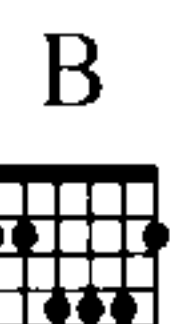
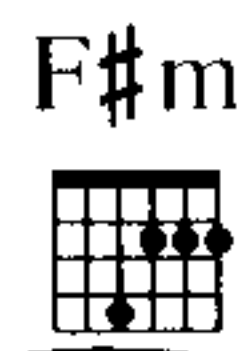
the pain, all the pas -



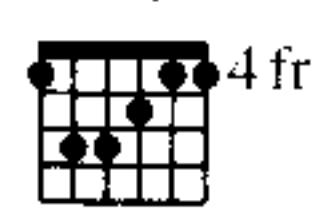
sion that turns — to ash — es on — ly — to



rise a — gain. —



G#

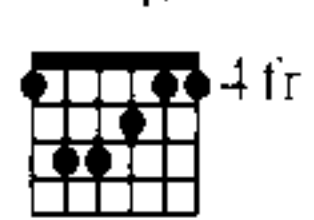


D.S. al Coda

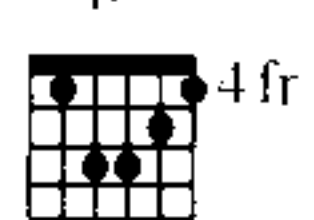
Love is all _

CODA

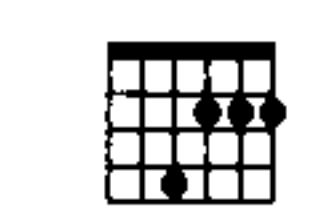
G#



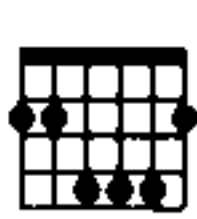
C#m



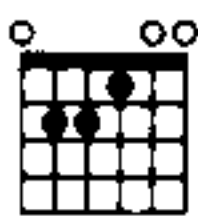
F#m



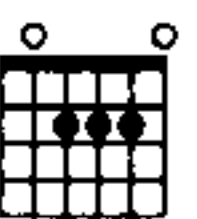
B



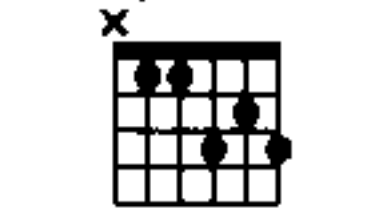
E



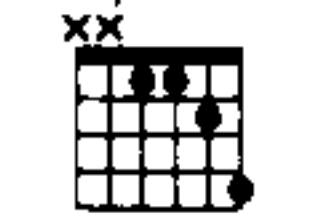
A



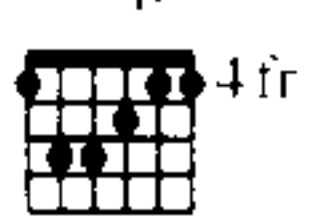
D#7/G



G#sus

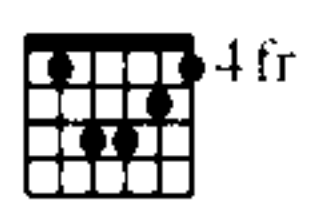


G#

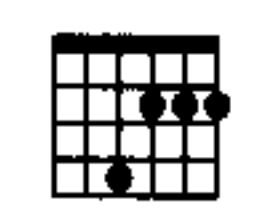


Repeat and Fade

C#m



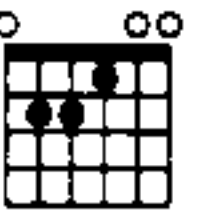
F#m



B

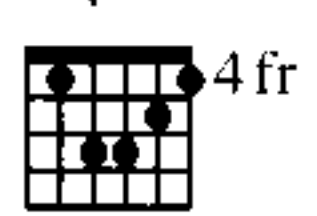


E



Optional Ending

C#m

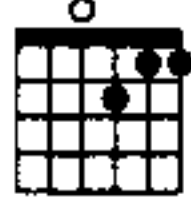


DA LA VUELTA

Words and Music by EMILIO ESTEFAN, JR.
and KIKE SANTANDER

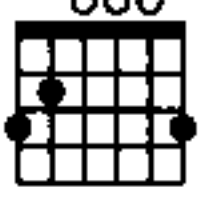
Moderately

Dm7

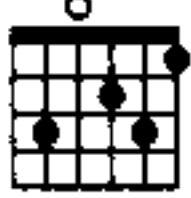


mf

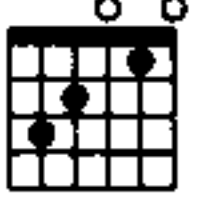
G



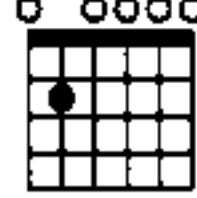
Dm/C



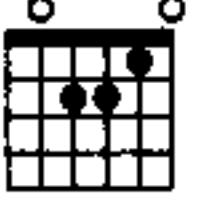
C



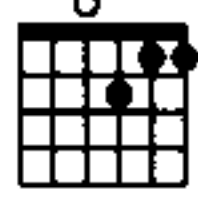
Em7



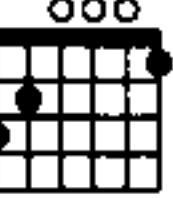
Am



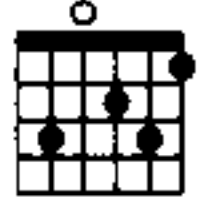
Dm7



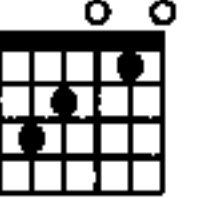
G7



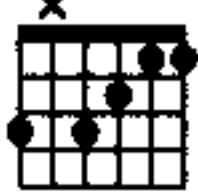
Dm/C



C



F/G

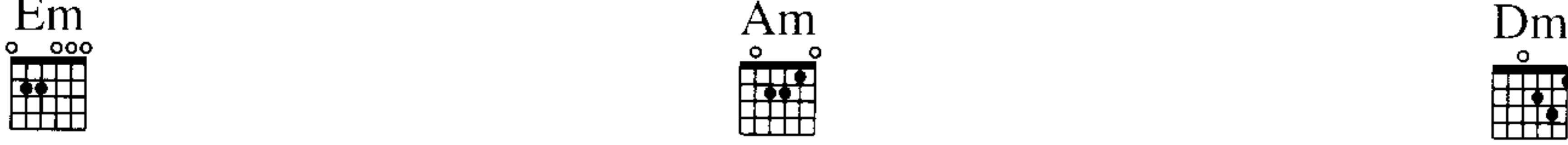


C



Que te ol - vi - das - te de mí Que se ha es - ca - pa -

Em Am Dm



do el a - mor _____ Por el por - tal _____ del as - tí - o. _____

3

G7 Dm



_____ Que te di - ce el cor - a - zón Que ha - lla - rás _____ en o - tros

8

G G9#5 C



bra - zos Lo que no ha - lla - ste en los mi 3 - os.

3

With a Salsa beat

C6/9 Gm7



Que es la ru - ti - na tal vez Y ne - ce - si - tas vi -

8

C7 Fmaj7

vir Pa - ra a-pren - der a que - rer.

D/F# C/G

Y no com-pren - des mí bien Que no bas - ta con la

F/G G7b9 C Csus

piel Pa - ra lle - nar el va - cí - o.

Fmaj7 Em7 Am7 Dm7

Da la vuel - ta y ve - te ya Ho - y te doy la li - ber -

G

Csus 3fr

Fmaj7

tad De vo - lar a don - de quie - ras.

Em7

A7

Dm7

Al - gún dí - a tú ve - rás Que di - fi -

G7

Csus 3fr

C

cil es ha - llar Quien te dé su vi - da en - te - ra.

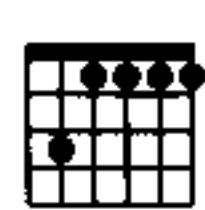
Gm7

C7

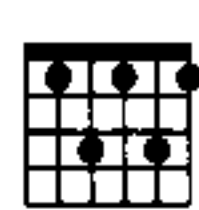
Fmaj7

Y mien - tras tan - to mí a - mor

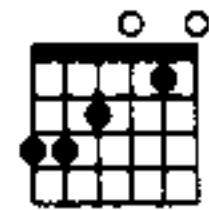
Fm7



Bb7

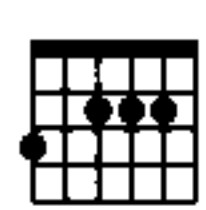


C/G

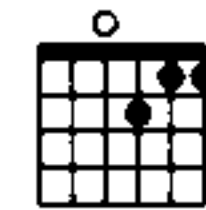


Yo guar - da - ré mí tris - te - za.

A/G



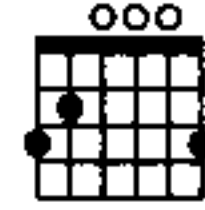
Dm7



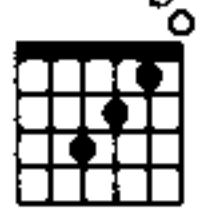
To-do es-te a-mor de ver - dad

Que no tien - e o -

G



Fmaj7



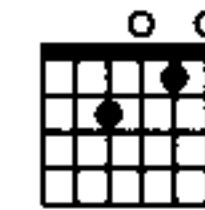
To Coda

tro lu - gar

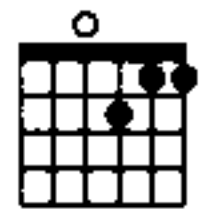
Que tu co - ra - zón y el mí

o.

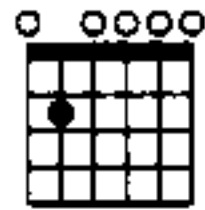
C/E



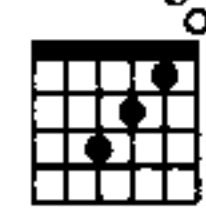
Dm7



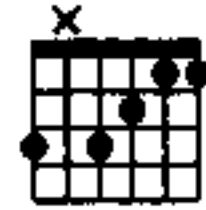
Em7



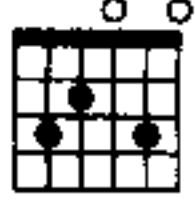
Fmaj7



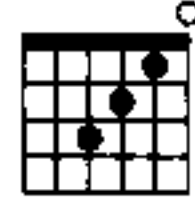
F/G



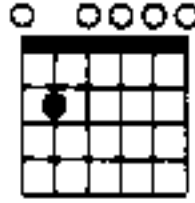
Csus2



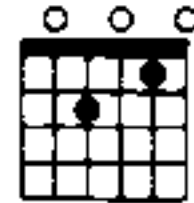
Fmaj7



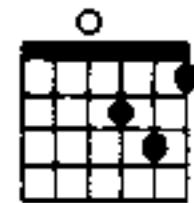
Em7



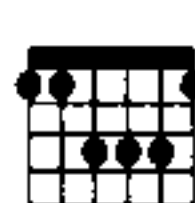
Am7



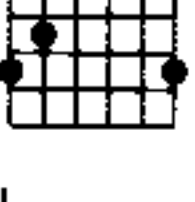
Dm



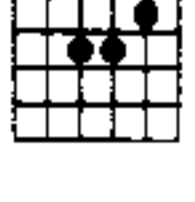
Bb



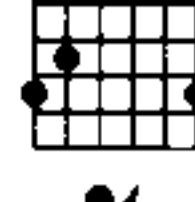
G



Am

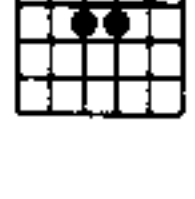


G

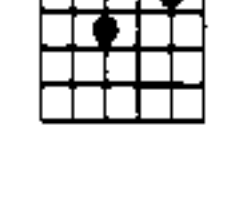


D.S. al Coda

Am



Am7



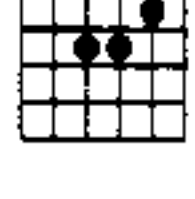
Abm7



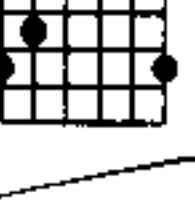
4fr

CODA

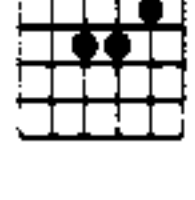
Am



G



Am



G F E F G Am

Da la vuel - ta y ve - te _

Dm G Dm G

— ya Si te pi - de el co - ra - zón — U - na nue-va il - u - sión y ve - te _

C F Em Am

— ya ve - te Y que se va - ya con - ti - go es - te a-mor. Da la vuel - ta y ve - te _

Dm G Dm G

— ya Que yo sé muy bien — Que muy pron-to tú — me vas a ex-tra - ñar. —

C

F

Em

A7

Ve - te ya, ve - te ya, ve - te ya, don - de quie - ras Te doy la li - ber -

Dm

G

Dm

G

tad. _____ Oh. _____

C

Fmaj7

Em7

A7

Dm

G

Dm

G

C Fmaj7 Em7 A7

Dm7 E

Am/E

Si no me quie - ras Tú te lo pi - er - das A - mor _ que te va - ya bien _

Dm/E E7 Am

Si _ te ol - vi - das - te de mí Ve - te, yo no te vo - té. _

Chord diagrams: G, C, E7

First system of music notation, featuring a treble staff and a grand staff (treble and bass). The treble staff has a whole rest in the first measure and a whole note in the second. The grand staff has a melody in the treble and a bass line in the bass. The key signature has one sharp (F#). The time signature is 3/4. Chord diagrams for G, C, and E7 are shown above the treble staff.

Chord diagrams: Am, G, C, E7

Second system of music notation, featuring a treble staff and a grand staff (treble and bass). The treble staff has a whole rest in the first measure and a whole note in the second. The grand staff has a melody in the treble and a bass line in the bass. The key signature has one sharp (F#). The time signature is 3/4. Chord diagrams for Am, G, C, and E7 are shown above the treble staff. The word "Tú" is written below the treble staff at the end of the second measure.

Chord diagrams: Am/E

Third system of music notation, featuring a treble staff and a grand staff (treble and bass). The treble staff has a melody in the first measure and a whole note in the second. The grand staff has a melody in the treble and a bass line in the bass. The key signature has one sharp (F#). The time signature is 3/4. Chord diagrams for Am/E are shown above the treble staff. The lyrics "ve - rás que es di - fi - cil ha - llar" are written below the treble staff in the first measure, and "Quien te dé su vi - da en - te - ra" in the second.

Chord diagrams: Dm/E, E7, Am

Fourth system of music notation, featuring a treble staff and a grand staff (treble and bass). The treble staff has a whole rest in the first measure and a whole note in the second. The grand staff has a melody in the treble and a bass line in the bass. The key signature has one sharp (F#). The time signature is 3/4. Chord diagrams for Dm/E, E7, and Am are shown above the treble staff. The lyrics "Y te en-tre - gue el co - ra - zón Co - mo lo hi-ze yo, co - mo lo hi-ze yo." are written below the treble staff.

Chord diagrams: G, C, E7

Chord diagrams: Am, G, C, E7

Ba ba da dee da da da. Ba ba da dee da da da. Si -

Chord diagrams: Am, G, C, E7

- gue tu ca-mi-no, que no hay vuel - ta con - ti - go ____ Da la vuel - ta y ve-te, tú no me con - vie -

Chord diagrams: Am, G, C, E7

- nes. Que te va - ya bien mu-jer, ve -

Am G C Bm7b5 E7

- te, ve - te ____ si ____ no me vas a quer - er,

Am G C Bm7b5 E7

no me a-tor-men-tes mu-jer, ve - te que po-qui-to a po - co yo te ol-vi - da - ré. _

Am G C Bm7b5 E7 Am G

Ba ba da dee da da da. Ba ba da dee da da da.

Repeat and Fade **Optional Ending**

C Bm7b5 E7 Am G C

Ba ba da dee da da da.